

## Shropshire Church of England Academies Trust

### OVERVIEW OF TRUST IMPROVEMENT PRIORITIES FOR BICTON CE PRIMARY SCHOOL: July 2024- July 2025



John 10:10 Jesus said, "I have come that they may have life and have it to the full."

Shropshire Church of England Academies Trust will ensure that all schools receive high quality improvement support that is bespoke and proportionate to need.

School improvement support will come from a range of sources. This includes direct support from the iCEO and identified improvement partners. It includes drawing on existing expertise from other schools joining the Trust as well as brokering external expertise.

This improvement plan has been written by the iCEO in consultation with the Trust's interim Director of Teaching & Learning, school leaders and building on the school's self-evaluation, Ofsted outcomes and subsequent HMI monitoring feedback, and the school's own SDP prior to Trust involvement.

**School admin: Pages 2-17 is the overview of the improvement plan (to be printed on A3 and displayed in staff areas). Pages 18-65 are the detailed action plans for each key priority aspect. Full document to be published on school website.**

## Improving Outcomes at Bicton CE Primary School

<b>KEY PRIORITY 1.</b> <b><u>Leadership &amp; Management</u></b>	<b>KEY PRIORITY 2.</b> <b><u>Quality of Education</u></b> <b><u>CURRICULUM/OUTCOMES</u></b>	<b>KEY PRIORITY 3.</b> <b><u>Behaviour and Attitudes</u></b>	<b>KEY PRIORITY 4.</b> <b><u>Personal Development</u></b>	<b>KEY PRIORITY 5.</b> <b><u>Early Years Foundation Stage –</u></b> <b><u>Effectiveness of the Early Years</u></b> <b><u>provision: quality and standards</u></b>
<p><b>1.1</b> To ensure that the Local Governing Board plays a full part in <b>monitoring and evaluating</b> the work of the school by;</p> <p>i) Ensuring members of the Local Governing Board have an accurate understanding of their <b>role and responsibilities</b> and those of the Trust, in-line with the <b>Scheme of Delegation</b></p> <p>ii) Embedding Trust/agreed model re: <b>self-evaluation</b> and the <b>role of link governing board members</b></p> <p><b>1.2</b> To ensure a continued focus on <b>subject leader development</b> and training which is aligned with the <b>curriculum</b> to deepen pedagogical and content knowledge, to ensure this translates into improvements</p>	<p><b>2.1</b> To strengthen the teaching of <b>writing</b> across the school through;</p> <p>i) the continued implementation of a progressive, structured <b>‘writing’</b> programme of work for all pupils from <b>EYFS to Y6</b> (Pathways to Write)</p> <p>ii) embedding the delivery of the <b>‘handwriting’</b> programme of work (Letter Join).</p> <p>iii) the implementation of a progressive structured <b>‘spelling’</b> programme of work for all pupils from <b>Y2 to Y6</b> (Pathways to Spell)</p> <p><b>2.2</b> To continue to develop the quality of the <b>curriculum</b> through carefully considered revisions to content, ensuring appropriate <b>sequencing</b> so that</p>	<p><b>3.1</b> To embed a consistent approach to <b>behaviour expectations</b> across the school.</p> <p><b>3.2</b> To consistently apply the principles of <b>emotion coaching</b> in order to develop <b>pupil resilience</b> through the development of <b>self-regulation</b> strategies.</p>	<p><b>4.1</b> To further develop strategies to support good <b>mental health</b> and <b>well-being</b> across the school community.</p> <p><b>4.2</b> Continue to refine a <b>programme of curriculum enrichment</b> with a focus on increased opportunities to develop children’s <b>spirituality</b>.</p>	<p><b>5.1</b> To strengthen the development of speech and language in key groups through the continued implementation of a progressive, structured intervention programme <b>‘Talkboost’</b> to support SEND in EYFS and KS1.</p> <p><b>5.2</b> To embed the use of the <b>transitional statements</b> in the Reception curriculum to ensure <b>Key Stage 1 readiness</b>.</p> <p><b>5.3</b> To provide a stimulating, engaging <b>learning environment</b> with appropriate provision to develop rich learning opportunities matched to all areas of learning in EYFS (Nurs/Rec) curriculum.</p> <p><b>5.4</b> To implement a <b>mastery approach</b> to the teaching of maths in the EYFS including use</p>

<p>in <b>teaching</b> and <b>leadership</b> across the curriculum.</p> <p><b>1.3</b> Establish <b>effective Quality First Teaching</b> across the school through achieving consistency in practice by making explicit;</p> <p>(i) planning requirements ensuring <b>fidelity to agreed curriculum plans</b></p> <p>(ii) expectations for creating engaging <b>learning environments</b>,</p> <p>(iii) organisation and delivery to focus specifically on <b>pace, challenge, high expectations</b> for all.</p> <p><b>1.4</b> Embed the Trust/agreed model for school <b>self-evaluation</b> processes and <b>monitoring</b> procedures within the roles of Executive Headteacher, Head of School, SENCO and subject leaders, working with link local governing board members as appropriate.</p>	<p>new <b>knowledge</b> and <b>skills</b> build on previously taught content and <b>end points</b> and <b>key vocabulary</b> are explicit in <b>all</b> subjects.</p> <p><b>2.3</b> To use regular opportunities for <b>formative assessment</b> to accurately identify next steps and measure progress towards achieving clearly defined <b>end points</b> to include;</p> <p>i) further developing the use of <b>retrieval practices</b> in daily teaching across all subject areas.</p> <p>ii) Review of <b>formative assessment</b> (feedback) <b>policy</b></p> <p><b>2.4</b> To strengthen the teaching of reading across the school through the continued implementation of a progressive, structured '<b>reading</b>' programme of work for all pupils from <b>EYFS to Y6</b> (Pathways to Read)</p> <p><b>2.5</b> To strengthen the teaching of <b>maths</b> across the school through the continued</p>			<p>of the <b>mastering number</b> programme (NCETM)</p>
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	<p>embedding of the <b>Maths Mastery</b> approach from <b>EYFS to Year 6</b></p> <p><b>2.6</b> To ensure our work is meeting the needs of those pupils who have <b>SEND</b> so that they make consistently good <b>progress</b>.</p>			
<p><b>Persons responsible:</b> 1.1: iCEO/EHT (CG/ JB) 1.2: EHT (JB) 1.3: EHT (JB) 1.4: iCEO/EHT (CG/ JB)</p> <p><b>Staff team:</b> 1.1: Chair of LGB/EHT 1.2: All subject leaders 1.3: All teaching staff 1.4: EHT, SLT and subject leaders</p> <p><b>Link Governors/LGB members*:</b> 1.1: All LGB members 1.2: TBC 1.3: Subject linked governors 1.4: TBC</p>	<p><b>Persons responsible:</b> 2.1: English Leader(s) (EM) 2.2: EHT/ HoS (JB/ EM) 2.3: EHT / HoS (JB/ EM) 2.4: English Leader(s) (EM) 2.5: HoS/ TBC 2.6: PH</p> <p><b>Staff team:</b> 2.1: Teaching staff/TAs 2.2: Teaching staff team/subject leaders 2.3: Teaching staff team/subject leaders 2.4: Teaching staff team &amp; TAs 2.5: Teaching staff team &amp; Tas 2.6: Teaching staff team &amp; TAs</p> <p><b>Link Governors/LGB members*:</b> 2.1: JL 2.2: JL 2.3: JF 2.4: JL 2.5: JL 2.6: SA</p>	<p><b>Persons responsible:</b> 3.1: EHT/ HoS (JB / EM) 3.2: JB/EM/PH</p> <p><b>Staff team:</b> 3.1: All staff 3.2: RA, teachers and <i>all</i> support staff</p> <p><b>Link Governors/LGB members*:</b> 3.1: JF 3.2: JF</p>	<p><b>Persons responsible:</b> 4.1: EHT / HoS 4.2: EHT / HoS</p> <p><b>Staff team:</b> 4.1: RAr, teachers and all support staff 4.2: EM/ST</p> <p><b>Link Governors/LGB members*:</b> 4.1: JF 4.2: JL/Rev'd HL</p>	<p><b>Persons responsible:</b> 5.1: EYFS Leader 5.2: EYFS Leader 5.3: EYFS Leader</p> <p><b>Staff team:</b> 5.1: EYFS team 5.2: EYFS/KS1 staff team 5.3: EYFS/KS1 staff team</p> <p><b>Link Governors/LGB members*:</b> 5.1: JF/JL 5.2: JF 5.3: JF</p> <p><small>*subject to future constitution and membership of Local Governing Board</small></p>

Desired outcomes for end of July 2025	Desired outcomes for end of July 2025	Desired outcomes for end of July 2025	Desired outcomes for end of July 2025	Desired outcomes for end of July 2025
<p>1.1(i) Governors understand the Scheme of Delegation and the Trust’s governance structure and lines of accountability.</p> <p>Governors are well trained to competently fulfil the full range of their delegated responsibilities and have a clear understanding of their role.</p> <p>1.1(ii) There are robust processes in place to support governor monitoring activities and ensure that governors can hold leaders to account and find out ‘first hand’.</p> <p>Governors regularly engage in regular monitoring activities in line with the agreed/Trust procedures.</p> <p>Relationships between staff and governors are positive with governors challenging the work of the school professionally and appropriately.</p>	<p>2.1 i) Staff have a progressive writing programme of planning to follow from EYFS to Year 6 which adopts a mastery approach to the teaching of writing.</p> <p>Quality texts and a clear, progressive structure to the teaching of writing supports engaging and purposeful English lessons.</p> <p>There is a measurable increase in the quality of the texts used to promote deeper and broader literary interrogation and analysis.</p> <p>Teachers are accurately planning and teaching for the needs of the children in writing development.</p> <p>Effective teaching strategies to challenge greater depth writers.</p> <p>Clear progression allows for the tracking of skills.</p> <p>Teachers have an improved awareness of the progression of key English skills across their</p>	<p>3.1 Whole school community understand our expectations of children and staff; Ready, Respectful, Safe. This is clearly displayed across the school.</p> <p>There is consistency of approach to behaviour from all staff towards all children (not just their own class) across the whole school and their practice matches policy.</p> <p>Pupils and adults show respectful behaviour towards each other consistently throughout school, both in class and during less structured times of the day i.e. lunchtime.</p> <p>Children live out our core Christian values in their daily lives, consistently showing respect to others.</p> <p>Learning is not disrupted by negative or unsafe pupil behaviours.</p> <p>Children and staff are ready for learning.</p>	<p>4.1 The wider school community recognise that: -promoting good mental health is a preventative measure, not just reactive. -mental health is something which affects us all because we all have a mind.</p> <p>Through promoting positive mental health, we are realising potential and supporting every individual to ‘Live life in all it’s fullness’ so that all are flourishing.</p> <p>The school has a published mental health strategy.</p> <p>Key staff are confident and competent in supporting mental health needs because they are appropriately trained.</p> <p>4.2 Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Our collective worship is invitational, inclusive and inspirational and encourage all</p>	<p>5.1 There is a language rich environment with quality modelled speech and language supported by a rigorous systematic programme of intervention for speech and language. (Talk Boost)</p> <p>There are well conceived and structured resources for Talk Boost available.</p> <p>All children make sufficient progress to meet age related expectations.</p> <p>A team of expert teachers who know and understand the processes that underpin the development of speech and language.</p> <p>5.2 CPD is targeted to ensure effective practice is maintained under EYFS reforms.</p> <p>There are close links with Year 1 staff to develop clear exemplification of expectations.</p> <p>5.3</p>

<p>The work of governors impacts positively on outcomes for pupils.</p> <p>1.2 Subject leaders ensure quality of curriculum provision across the school and ensure that that curriculum delivery is appropriately matched to agreed curriculum plans.</p> <p>Clear lines of accountability exist with subject leaders to ensure that consistently high expectations of teaching and learning are maintained in their subject area(s) across the school.</p> <p>Subject leaders plan for and access high quality CPD for themselves and their colleagues.</p> <p>Subject leaders understand the demands of a deep dive into their subject and are well prepared to articulate developments/strengths/next steps.</p> <p>Subject leaders take swift actions to ensure underperformance does not happen.</p>	<p>year group(s) and the whole school.</p> <p>Pathways to Write enables staff to clarify expectations, assists in moderation and promotes staff well-being by cutting down planning time so that teacher time is spent in the classroom facilitating learning.</p> <p>Teaching of grammar, spelling and punctuation is supported through the use of quality texts.</p> <p>Pupils are taught the relevant age related EGPS curriculum.</p> <p>Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all.</p> <p>Standards in writing across the school improve.</p> <p>Teachers consistently address errors in grammar, punctuation and spelling, in-line with feedback policy.</p>	<p>All staff explicitly promote good manners, conduct and respect amongst our pupils and wider school community.</p> <p>3.2 All staff recognise that behaviour is communication.</p> <p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>Key staff are trained in Attachment and Trauma Informed Practice to underpin their developing understanding of behaviour regulation through emotion coaching.</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies.</p>	<p>children and school adults— whether of any faith or none – to develop their spirituality.</p>	<p>Adults working within EYFS areas are maximising learning opportunities matched to the ELGs in all areas of provision.</p> <p>The EYFS environment is a safe, rich and engaging environment for pupils.</p> <p>The learning environment and its resources are arranged in clearly defined zones to support specific aspects of the EYFS curriculum.</p> <p>EYFS provision provides all pupils with learning opportunities appropriate to their developmental needs.</p> <p>EYFS provision supports pupil independence and allows for reinforcement of prior learning and the building of key skills.</p> <p>5.4 Standards in Mathematical development across the EYFS improvement.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p>
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<p>Subject leaders remain abreast of current research and best practice relating to the effective delivery of their subject.</p> <p>The planned curriculum in each subject allows children to sequentially build upon prior knowledge and retain knowledge.</p> <p>1.3 Aspirations and expectations of teaching for all pupils are universally ambitious and core features and expectations regarding organisation and delivery are demonstrated by all teachers in their daily practice. These core features and expectations are systematically reinforced by all leaders.</p> <p>There are clear, agreed expectations in respect of classroom environments in order to best support teaching and learning and as a result, there is consistency of approach across the school (i.e. working walls, behaviour prompts, reading areas)</p>	<p>2.1 ii) All staff teach the agreed progressive handwriting programme of planning from EYFS to Year 6 which reflects the Ofsted Research Review (May 2022) on pupils learning to write fluently before focusing on teaching joined-up handwriting.</p> <p>Teachers are accurately planning and teaching for the needs of the children in handwriting to develop formation and fluency.</p> <p>Children feel a sense of pride in the presentation of their handwriting and have a desire to master handwriting.</p> <p>Clear curriculum progression allows for the tracking of skills.</p> <p>Teachers have the knowledge to identify common handwriting problems and the methods to correct them.</p> <p>Subject leader monitoring will show that high quality handwriting lessons are having a positive impact on the standards of pupils' handwriting across the school.</p>			<p>EYFS leaders and teachers have improved awareness of the effective teaching strategies for mastering number.</p>
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<p>There is fidelity to the delivery of agreed curriculum plans from all teachers.</p> <p>At all levels (classroom, subject and school) there is effective use of the full range of available data to identify issues regarding progress and to target in-class interventions effectively.</p> <p>All teachers understand their responsibilities and those of the SENCO in promoting a culture of inclusive learning across the school (SEND CoP Part 6)</p> <p>1.4 The Trust's monitoring calendar/tool kit is a working document for SLT and subject leaders, which supports effective time management when carrying out their leadership role.</p> <p>Monitoring proformas provide a structure for carrying out and reporting outcomes of monitoring activities to EHT /iCEO as appropriate.</p> <p>Leaders make effective use of the agreed/Trust monitoring calendar/tool kit including</p>	<p>Standards in handwriting across the school improve.</p> <p>2.1 iii) All staff teach the agreed progressive spelling programme (Pathways to Spell) of planning from Year 1 to Year 6.</p> <p>Standards in writing across the school improve.</p> <p>Clear curriculum progression allows for the tracking of skills.</p> <p>Teachers have the knowledge to identify common spelling problems and the methods to correct them.</p> <p>Subject leader monitoring will show that high quality spelling lessons are having a positive impact on the standards of pupils' writing across the school.</p> <p>2.2 Teachers plan units of learning in-line with the whole school curriculum map, identifying opportunities where revisions might better support learning over time.</p>			
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<p>proformas and work within the set timeframes to gather evidence.</p> <p>Following monitoring activities, subject leaders have an awareness of potential gaps in learning and make careful revisions to curriculum plans/delivery, to ensure gaps are quickly closed.</p>	<p>The curriculum is successfully adapted as necessary to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, meaningful and engaging learning opportunities for children which draw upon and develop skills learnt previously.</p> <p>2.3 Teachers develop a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points.</p> <p>Teachers can accurately assess the knowledge, vocabulary and skills that pupils know and remember.</p> <p>Teachers make the most effective use of the assessment information gathered in terms of informing teaching programmes and making relevant adaptations to approaches and practices.</p> <p>Children have regular opportunities to improve their retention of knowledge through the act of active recall.</p>			
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	<p>The school's marking and feedback policy reflects current research and practice.</p> <p>2.4 An appropriate programme of reading supports pupils in all classes across Key Stages 1 and 2 to make accelerated progress in reading.</p> <p>Teachers and teaching assistants in Key Stages 1 and 2 are confident and competent to deliver the phonics catch-up programme.</p> <p>2.5 Pupils experience rich maths mastery lessons, delivered by skilled teachers who have a secure understanding of mastery approaches to maths</p> <p>Teachers know how to extend or shorten an activity to meet the individual needs of learners and the pace of the class.</p> <p>Pupils have a 'strong grounding of number' and apply this in maths lessons.</p> <p>Pupils fluently use mathematical vocabulary within their dialogue, for all maths concepts (Cardinality,</p>			
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	<p>pattern, shape and space, measures, comparison and composition), evidencing their deep knowledge and understanding of maths</p> <p>2.6 SENCOs across the Trust benefit from working collaboratively.</p> <p>SENCO works within the Trust's vision for inclusion and practice is in-line with the SEND Code of Practice and benefits from external advice and support.</p> <p>Class teachers carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability.</p> <p>Teacher conversations with the SENCO in pupil progress meetings provide appropriate strategies to improve outcomes for pupils with SEND</p> <p>Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress.</p>			
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	Interventions are well matched to a pupil's needs and staff have received training in their delivery i.e Talk Boost, S&L programmes			
<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>1.1 (i)</b> Minutes of meetings of the local governing body/committees (as relevant) evidence that the LGB are working in accordance with the Scheme of Delegation</p> <p><b>1.1 (ii)</b> LGB members have an accurate knowledge of the school's strengths and know where further improvements can be made at the school because there is evidence that they have robust systems in place to hold leaders to account and find out 'first hand' (monitoring records/LGB minutes)</p> <p>Local governance is considered effective by the Trust Board.</p> <p><b>1.2</b> Evidence of improving pupil progress in each subject, in each year group.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.1 i)</b> Children are making sustained and substantial progress in writing, across the curriculum as evidenced in internal data and statutory assessment data.</p> <p>Progression in writing in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of writing.</p> <p>Expectations for the planning and teaching of writing are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>3.1</b> Children engage with their learning.</p> <p>We provide a caring environment in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of others.</p> <p>Monitoring of behaviours both in class and less structured periods shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils.</p> <p>There is consistency of the application of the agreed approach across the school.</p> <p>Visitors to the school and members of the school's wider</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>4.1</b> We provide a caring environment in which everyone in our school community can feel safe, respected, valued and secure to realise full potential as evidenced in parent, pupil and staff voice.</p> <p>The school has a published mental health strategy.</p> <p>There is consistency of the application of the agreed approach to supporting mental health across the school.</p> <p>Pupil needs are quickly identified, and appropriate support provided in a timely way which subsequently has a measurable, positive impact on outcomes for the child. (Case studies)</p> <p><b>4.2</b></p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>5.1</b> An increased number of children (than the previous year) will fall within their age-appropriate range for language and communication following the intervention.</p> <p><b>5.2 &amp; 5.3</b> Outcomes at the end of the EYFS to be in-line with national and local averages</p> <p>EYFS outcomes demonstrate that children are well prepared for the next stage of their education in each subject area.</p> <p><b>5.4</b> All children make sustained and substantial progress to meet age related expectations in maths.</p> <p>Monitoring evidence supports the view that there is a team of expert teachers who embed the quality first teaching of maths mastery.</p>

<p>Improved outcomes for children: Pupils know more and are able to do more.</p> <p>Improved middle leadership capacity through successful training and development of targeted staff. Subject leaders demonstrate confidence in their role.</p> <p>Each subject leader can confidently discuss the implementation, intent and impact for their subject.</p> <p>Evidence that the effective use of the systems in place for monitoring across every subject in every year group is leading to improved pupil outcomes.</p> <p>Pupil voice demonstrates that children are inspired, have opportunities to build on prior knowledge and develop a broad set of skills.</p> <p><b>1.3</b> Monitoring and internal data shows that pupils consistently make good in-lesson progress.</p> <p>Pupils with SEND and PPG eligible pupils make good</p>	<p>pupils achieving the expected standard. A greater number of pupils are working at greater depth in writing.</p> <p>The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p>Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements.</p> <p><b>2.1 ii)</b> School Handwriting Policy understood and followed by all teaching staff.</p> <p>Monitoring shows that as children progress through school, they learn and develop the skill of handwriting in the same, consistent manner.</p> <p>There is evidence of in-year improvements made in children's writing.</p> <p><b>2.1 iii)</b></p>	<p>community comment positively on pupils' conduct.</p> <p><b>3.2</b> Children with complex needs/attachment &amp; trauma are increasingly able to self-regulate as evidenced in their IBP/Learning Plan reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in restorative practice records.</p>	<p>Pupil voice will be able to identify examples of where children have felt encouraged, provoked and transformed by collective worship or a curriculum opportunity.</p>	<p>Children in Reception are well-prepared for the next stage of their school journey in maths.</p> <p>All children in EYFS taking part in the Mastering Number programme.</p>
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<p>progress, in-line with non-SEND and non-PPG eligible.</p> <p>Subject leader monitoring supports the view that staff deliver curriculum plans effectively and with fidelity.</p> <p>External data measures at the end of each key phase show the school performing in-line with the national and local averages.</p> <p><b>1.4</b> There is an agreed, robust system for school self-evaluation processes and monitoring procedures used across the school.</p> <p>Leaders at all levels make accurate judgements based on their monitoring and identify next steps to drive improvements.</p> <p>Leaders take effective action to secure and sustain improvements in teaching, learning &amp; assessment and governors effectively hold them to account for this.</p>	<p>Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard.</p> <p>The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p>Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements</p> <p><b>2.2</b> The curriculum is coherently planned and contains appropriate coverage, content, structure and sequencing so that new knowledge and skills build on what has been taught previously.</p> <p>Curriculum plans in all subjects explicitly identify the key prior learning on which to build and the end points/key knowledge and vocabulary.</p>			
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	<p>Monitoring records evidence delivery of lessons which are knowledge-rich, both in substantive and disciplinary knowledge, and which realise high levels of pupil engagement.</p> <p><b>2.3</b> There is evidence of regular opportunities happening for retrieval practice (in books/on timetables/teacher planning)</p> <p>Teachers can evidence that they are using retrieval practice sessions to accurately identify next steps and measure progress towards achieving the clearly defined end points.</p> <p>Evidence of good pupil progress in each subject, in each year group: Pupils know more and are able to do more.</p> <p><b>2.4</b> Outcomes for pupils in reading at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in reading.</p>			
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	<p>The majority of pupils achieve their year group expectations for reading (measured by termly reading tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p><b>2.5</b> Progression in maths in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of maths.</p> <p>Expectations for the planning and teaching of maths are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in maths at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard</p> <p>The majority of pupils achieve their year group expectations for maths (measured by termly summative tests) and where</p>			
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	<p>children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p><b>2.6</b> Monitoring and internal data shows that pupils with SEND consistently make good in-lesson progress.</p> <p>Pupils with SEND make good progress, in-line with pupils who do not have SEND.</p>			
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 1.1 The effectiveness of Leadership & Management

<p><b>KEY PRIORITY 1.</b> <b><u>The effectiveness of Leadership &amp; Management</u></b></p> <p><b>1.1</b> To ensure that the Local Governing Board plays a full part in <b>monitoring and evaluating</b> the work of the school by;</p> <p>i) Ensuring members of the Local Governing Board have an accurate understanding of their <b>role and responsibilities</b> and those of the Trust, in-line with the <b>Scheme of Delegation</b></p> <p>ii) Embedding Trust/agreed model re: <b>self-evaluation</b> and the <b>role of link governing board members</b></p> <p><b>Desired outcomes:</b></p> <p><b>1.1(i)</b> Governors understand the Scheme of Delegation and the Trust’s governance structure and lines of accountability. Governors are well trained to competently fulfil the full range of their delegated responsibilities and have a clear understanding of their role.</p> <p><b>1.1(ii)</b> There are robust processes in place to support governor monitoring activities and ensure that governors can hold leaders to account and find out ‘first hand’. Governors regularly engage in regular monitoring activities in line with the agreed/Trust procedures. Relationships between staff and governors are positive with governors challenging the work of the school professionally and appropriately. The work of governors impacts positively on outcomes for pupils.</p>	<p><b>Success criteria (measuring the desired outcomes):</b></p> <p><b>1.1 (i)</b> Minutes of meetings of the local governing body/committees (as relevant) evidence that the LGB are working in accordance with the Scheme of Delegation</p> <p><b>1.1 (ii)</b> LGB members have an accurate knowledge of the school’s strengths and know where further improvements can be made at the school because there is evidence that they have robust systems in place to hold leaders to account and find out ‘first hand’ (monitoring records/LGB minutes)</p> <p>Local governance is considered effective by the Trust Board.</p>	<p><b>Persons responsible:</b> 1.1: iCEO/EHT (CG/JB)</p> <p><b>Staff team:</b> 1.1: Chair of LGB JF?/EHT</p> <p><b>Link Governors/LGB members*:</b> 1.1: All LGB members</p>
<p><b>Situation as of September 2023/Contextual information:</b> In June 2023 an academy order was issued to the Chair of Governors by the Regional Director for the West Midlands, Department for Education. This means that Bicton Primary School must become an academy within a multi-academy trust. The Regional Director has chosen Shropshire Church of England Academies Trust for our school to join. In a multi-academy trust, a single trust is responsible for a number of academies. This will see a change to how governance arrangements at Bicton School. The MAT governance consists of members and directors. The directors are responsible for the same three core governance functions performed by the governing body in a</p>		

maintained school: setting the direction, holding the headteacher to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements. Individuals who sit on local governing bodies (LGBs) are referred to as 'local governors'. This is because trustees can delegate governance functions to the local level. The details of what has been delegated from the trustees to local governors is detailed in a scheme of delegation for each LGB. This makes it clear what functions the trustees have delegated to the LGB members at Bicton.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Ensuring members of the Local Governing Board have an accurate understanding of their <b>role and responsibilities</b> and those of the Trust, in-line with the <b>Scheme of Delegation</b></p>	<p>The establishment of an effective local governing body (a Trust committee)</p> <p>Inaugural meeting to establish clarity of roles and responsibilities, constitution, and link governor appointments.</p> <p>Appointment of clerk to LGB, Chair and Vice Chair</p> <p>Share Trust Scheme of Delegation with LGB members – ensure understanding of remit of local governing body members and their role within <b>Trust governance structure</b> inc Director and iCEO responsibilities.</p> <p>Establish committee structure and membership and accompanying terms of reference, in-line with <b>Scheme of Delegation</b>.</p> <p>Governors to agree to <b>Trust governor code of conduct/protocols</b>– Governor Hub</p> <p>Agree calendar of meetings and structure of HT termly report to LGB and iCEO</p> <p>All statutory Trust policies to be acknowledged.</p> <p>GIAS &amp; website to be updated re: governance in light of joining Trust</p>	<p>iCEO/HT</p> <p>CoG/HT</p> <p>iCEO/Trust</p> <p>All Trust Schools to have Governor Hub subscription &amp; NGA membership £centrally met</p> <p>Access to a governance professional: TBA in interim for LGBs. Central Trust clerking service to provide</p>	<p>iCEO through HT termly reports, minutes of meetings, HT/CoG meetings</p> <p>Inaugural meeting</p> <p>On conversion</p>	<p>On conversion – April 2025</p>

	<p>Conduct skills audit of new local governing body to inform training needs and shape Trust's offer: ensure governors have access to <a href="#">Trust training programme</a> to embed roles and responsibilities, effective link governors, a monitoring calendar (re: self-evaluation, policy review and finance) and consider future governor developments.</p> <p>Share Ofsted criteria for Leadership with LGB.</p>	<p>a point of advice and support.</p>	<p>Audit skills against SODA - During first half term to inform training offer for year ahead.</p>	<p>Jan 2025</p>
<p>Embedding Trust/agreed model re: <b>self-evaluation</b> and the <b>role of link governing board members</b></p>	<p>Revisit school's governing monitoring and reporting practices and process to ensure current processes meet with Trust expectations – share <a href="#">Trust Governor Monitoring Expectations</a>. <a href="#">Trust LGB monitoring Tool Kit to support practice</a> as necessary.</p> <p>Determine curriculum/SDP KPI link governors. Review Link Governor Monitoring Calendar – training for new link governors in carrying out their responsibilities as required.</p>	<p>LGB/EHT/iCEO</p>	<p>EHT/ HoS to share key messages from governor monitoring with iCEO as part of school improvement conversations/in termly reports to LGB and iCEO</p>	<p>Jan 2025</p> <p>April 2025</p>

## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 1.2 The effectiveness of Leadership & Management

<p><b>KEY PRIORITY 1.</b> <b><u>The effectiveness of Leadership &amp; Management</u></b></p> <p><b>1.2</b> To ensure a continued focus on <b>subject leader development</b> and training which is aligned with the <b>curriculum</b> to deepen pedagogical and content knowledge, to ensure this translates into improvements in <b>teaching</b> and <b>leadership across the curriculum</b>.</p> <p><b>Desired outcomes:</b></p> <p><b>1.2</b> Subject leaders ensure quality of curriculum provision across the school and ensure that that curriculum delivery is appropriately matched to agreed curriculum plans.</p> <p>Clear lines of accountability exist with subject leaders to ensure that consistently high expectations of teaching and learning are maintained in their subject area(s) across the school.</p> <p>Subject leaders plan for and access high quality CPD for themselves and their colleagues.</p> <p>Subject leaders understand the demands of a deep dive into their subject and are well prepared to articulate developments/strengths/next steps.</p> <p>Subject leaders take swift actions to ensure underperformance does not happen.</p> <p>Subject leaders remain abreast of current research and best practice relating to the effective delivery of their subject.</p> <p>The planned curriculum in each subject allows children to sequentially build upon prior knowledge and retain knowledge.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>1.2</b> Evidence of improving pupil progress in each subject, in each year group.</p> <p>Improved outcomes for children: Pupils know more and are able to do more.</p> <p>Improved middle leadership capacity through successful training and development of targeted staff. Subject leaders demonstrate confidence in their role.</p> <p>Each subject leader can confidently discuss the implementation, intent and impact for their subject.</p> <p>Evidence that the effective use of the systems in place for monitoring across every subject in every year group is leading to improved pupil outcomes.</p> <p>Pupil voice demonstrates that children are inspired, have opportunities to build on prior knowledge and develop a broad set of skills.</p>	<p><b>Persons responsible:</b> 1.2: HoS (EM)</p> <p><b>Staff team:</b> 1.2: All subject leaders</p> <p><b>Link Governors:</b> 1.2: TBC</p>
<p><b>Situation as of July 2024/Contextual information:</b></p>		

In the summer term 2023, Ofsted recognised that leaders had ‘worked hard to accelerate the development of subject leadership across the school’. As a result, leaders have a more secure understanding of the current strengths and areas for development in their subjects. This year we will continue to build upon these improvements with a continued offer of training and development for staff who are leading a curriculum area and through welcoming supportive opportunities through being part of a Trust to collaborate and develop our expertise further by working with other subject leaders in other schools within the Trust. We know that by doing this we can further improve teaching and leadership across all curriculum areas so that our children can know more and do more. Due to staff turnover new subject leaders with particular strengths have been identified through new EHT and DTL and networks have been set up with geographical placed experienced subject leaders to now support new leaders.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom, when	Key milestones and date achieved.
<p>Clear lines of accountability exist with subject leaders to ensure that consistently high expectations of teaching and learning are maintained in their subject area(s) across the school</p> <p>Subject leaders understand the demands of a deep dive into their subject and are well prepared to articulate</p>	<p>Develop use of <a href="#">Trust Subject Leader Toolkit</a> – a suite of documents designed to make subject leader monitoring activities focused on the specific expectations of a subject leader, and which support effective time management whilst ensuring relevant information is gathered through a range of activities.</p> <p>All new subject leaders to complete initial toolkit documents using summary from current leaders due to staff mobility.</p> <p>Explicit links to be made to subject leader expectations as part of annual appraisal (as appropriate).</p> <p>Subject leaders to be engaged in the development of Trust-wide <a href="#">subject leadership networks</a> which build on identified strength in practice across founding schools – experienced and effective subject leaders within Trust founding schools to be supported to take lead role in their subject network group. Trust* support with agenda items as necessary (<a href="#">*Director of T&amp;L The Trinity Federation (DTL) to monitor Trust wide subject leader networks to ensure best practice is in place for leaders to discuss their subject, monitoring, curriculum and future developments</a>).</p>	<p>HoS/ EHT/iCEO</p> <p>Subject leaders</p> <p>iCEO/EHT/ HoS/ Subject leaders supported by DTL (The Trinity Federation)</p> <p>HT/Subject leaders</p>	<p><a href="#">iCEO &amp; DTL to receive minutes from subject leader network meetings.</a></p> <p>Subject leaders submit monitoring to HT to inform SDP review and report to LGB &amp; to</p>	<p>All subject leaders know and understand expectations of their role– <b>by end of Autumn term 2024</b></p> <p>All subject leaders have received some dedicated release time to fulfil their role. <b>Termly</b></p> <p>Networks to be established from July 24 onwards in preparation for joining MAT</p>

<p>developments/strengths/ next steps.</p> <p>Stakeholders able to discuss and evaluate curriculum development and delivery.</p>	<p>DTL to lead subject leadership training in September as part of staff meeting times directed by HoS.</p> <p>EHT/ HoS to ensure some dedicated time given to subject leaders as part of school routines to include attendance at <a href="#">subject leader network</a> (remote or in-person model to be used)</p> <p>Subject leaders make and submit termly plan for monitoring of their subject to HoS and carry out monitoring activities in line with plan (see 1.4)</p> <p>Joint lesson observations/learning walks throughout the year with DTL with specific subject focus/aspect of curriculum.</p> <p><a href="#">Trust Professional Development Meetings (PDM)</a> planned across the school year to offer subject leader network groups opportunity to build &amp; share expertise, to deliver key updates to all staff and to facilitate <a href="#">moderation events</a>.</p> <p><a href="#">Trust to create subject padlets</a> for subject leaders to share resources and information with all school staff.</p> <p>EHT/ HoS to facilitate termly meeting (Curriculum committee?) in which subject leaders provide updates and overviews to governors.</p>	<p>Subject leaders</p> <p>DTL / HoS</p> <p>DTL/HT</p> <p>DTL</p> <p>Trust/Subject leaders</p>	<p>provide evidence in HoS/iCEO/EHT/ School Improvement partner <a href="#">half termly</a> conversations.</p> <p>DTL to have monitored and provided feedback to iCEO on effectiveness of network groups.</p> <p>Subject leaders to present key information on curriculum development and strengths to governors/ LGB members</p>	
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 1.3 The effectiveness of Leadership & Management

<p><b>KEY PRIORITY 1.</b> <b><u>The effectiveness of Leadership &amp; Management</u></b></p> <p><b>1.3</b> Establish <b>effective Quality First Teaching</b> across the school through achieving consistency in practice by making explicit;</p> <p>(i) planning requirements ensuring <b>fidelity to agreed curriculum plans</b></p> <p>(ii) expectations for creating engaging <b>learning environments,</b></p> <p>(iii) organisation and delivery to focus specifically on <b>pace, challenge, high expectations</b> for all.</p> <p><b>Desired outcomes:</b></p> <p><b>1.3</b> Aspirations and expectations of teaching for <b>all</b> pupils are universally ambitious and core features and expectations regarding organisation and delivery are demonstrated by all teachers in their daily practice. These core features and expectations are systematically reinforced by all leaders. There are clear, agreed expectations in respect of classroom environments in order to best support teaching and learning and as a result, there is consistency of approach across the school (i.e. working walls, behaviour prompts, reading areas).</p> <p>There is fidelity to the delivery of agreed curriculum plans from all teachers.</p> <p>At all levels (classroom, subject and school) there is effective use of the full range of available data to identify issues regarding progress and to target in-class interventions effectively.</p> <p>All teachers understand their responsibilities and those of the SENCO in promoting a culture of inclusive learning across the school (SEND CoP Part 6)</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>1.3</b> Monitoring and internal data shows that pupils consistently make good in-lesson progress.</p> <p>Pupils with SEND and PPG eligible pupils make good progress, in-line with non-SEND and non-PPG eligible.</p> <p>Subject leader monitoring supports the view that staff deliver curriculum plans effectively and with fidelity.</p> <p>External data measures at the end of each key phase show the school performing in-line with the national and local averages.</p>	<p><b>Persons responsible:</b> 1.3: HoS / EHT</p> <p><b>Staff team:</b> 1:3: All teaching staff</p> <p><b>Link Governors:</b> 1.3: Subject linked governors</p>
<p><b>Situation as of July 2024/Contextual information:</b></p>		





	<p>Self-evaluation tool for staff to identify own development points in inform appraisal conversations.</p> <p>Use peer observation to share good practice and promote higher expectation.</p> <p>Though lesson study model and coaching embed skills into day-to-day practice.</p> <p>Create protocols and clear expectations for all classrooms which are age appropriate (ie. Maths and English working wall, RRS, reflection area, reading area, labelled resources) to support consistency of good practice.</p> <p>Trust/ agreed model appraisal procedures used for new cycle.</p>		<p>Formal lesson observations as part of appraisal cycle, drop-ins, monitoring of planning.</p>	<p>September 2024</p>
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 1.4 The effectiveness of Leadership & Management

<p><b>KEY PRIORITY 1.</b> <b><u>The effectiveness of Leadership &amp; Management</u></b></p> <p><b>1.4</b> Embed the Trust/agreed model for school <b>self-evaluation</b> processes and <b>monitoring</b> procedures within the roles of Executive Headteacher, Head of School, SENCO and subject leaders, working with link local governing board members as appropriate.</p> <p><b>Desired outcomes:</b></p> <p><b>1.4</b> The Trust’s monitoring calendar/tool kit is a working document for SLT and subject leaders, which supports effective time management when carrying out their leadership role.</p> <p>Monitoring proformas provide a structure for carrying out and reporting outcomes of monitoring activities to SLT/EHT /iCEO as appropriate.</p> <p>Leaders make effective use of the agreed/Trust monitoring calendar/tool kit including proformas and work within the set timeframes to gather evidence.</p> <p>Following monitoring activities, subject leaders have an awareness of potential gaps in learning and make careful revisions to curriculum plans/delivery, to ensure gaps are quickly closed.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>1.4</b> There is an agreed, robust system for school self-evaluation processes and monitoring procedures used across the school.</p> <p>Leaders at all levels make accurate judgements based on their monitoring and identify next steps to drive improvements.</p> <p>Leaders take effective action to secure and sustain improvements in teaching, learning &amp; assessment and governors effectively hold them to account for this.</p>	<p><b>Persons responsible:</b> 1.4: iCEO/EHT/ HoS (CG/ JB/ EM)</p> <p><b>Staff team:</b> 1.4: EHT, SLT and subject leaders</p> <p><b>Link Governors:</b> 1:4: TBC</p>
<p><b>Situation as of July 2024/Contextual information:</b></p> <p>Across the academic year, leaders worked closely with subject leaders to ensure they have a clearer understanding of their roles and how their actions impact on the quality of education in their subjects. Ofsted recognised that we have strengthened the systems for monitoring the quality of subjects. Subject leaders regularly visit lessons and talk to pupils about their learning. This has helped subject leaders to have a more accurate view of their subjects, and this is reflected in the more detailed action plans. We now need to firmly embed this practice using the detailed actions plans and toolkits, ensuring that all leaders use the full range of monitoring activities available to them and use agreed systems for school self-evaluation regularly as part of their leadership role. Establishing commonality of approach in the way we record our monitoring activities and findings will help us to use time effectively and provide reports to the local governing boards and the Trust.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Ensure all monitoring proformas are appropriate and are collecting the information we need.</p> <p>Leaders at all levels understand the purpose of monitoring and their role within the processes and how it moves the school forward.</p> <p>Managing workload of staff through effective and streamlined system leadership.</p>	<p>Establish Link Governor/Subject Leader Calendar for joint monitoring activities – bespoke training provided by Trust for new link governors in carrying out their responsibilities as required.</p> <p>School based Professional Development Meeting to reinforce monitoring processes and calendar.</p> <p>HT/SLT and Subject Leaders carry out monitoring activities as per policy and within timescales set out in the monitoring calendar. Reports provided to EHT to inform further school based activity or training needs.</p> <p>New leaders receive coaching and CPD in monitoring activities to include; <a href="#">shadowing experienced leaders in other Trust Schools</a> for learning walks/lesson observations, network meetings to discuss findings/agree next steps (team approach), <a href="#">sharing CPD opportunities Trust wide</a>.</p> <p>Subject leaders to complete review of rolling programme ensuring key end points are clear in terms of knowledge and skills.</p>	<p>iCEO/EHT/Subject leaders</p> <p>HT/ Subject leaders</p> <p>iCEO/EHT / DTL to facilitate contacts/pairings</p> <p><a href="#">Trust to negotiate costs with possible providers/partner – funded by improvement grant?</a></p>	<p>HoS/ EHT receives appropriate monitoring reports within agreed timescale. iCEO through EHT termly reports, minutes of meetings, HT/CoG meetings</p> <p>Subject leaders report termly to the HoS/ EHT reports to FGB.</p> <p>Subject leaders meet at least termly with the appropriate link governor to report on progress against SDP Key Priorities.</p> <p>DTL reporting to iCEO</p> <p>Leaders share outcomes and action points from deep dives in a timely way to ensure further improvements are made quickly.</p>	<p>By end of Autumn term '24 share with HT (prior to academisation)</p> <p>EHT report (termly) to include report from HoS on SDP progress.</p> <p>Link governor rolling record (termly)</p> <p>Determine schedule for deep dives based on one per half term.</p>

## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 2.1 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.</b> <b><u>The Quality of Education</u></b> 2.1 To strengthen the teaching of <b>writing</b> across the school through;</p> <p>i) the continued implementation of a progressive, structured ‘<b>writing</b>’ programme of work for all pupils from <b>EYFS to Y6</b> (Pathways to Write)</p> <p><b>Desired outcomes:</b></p> <p><b>2.1 i)</b> Staff have a progressive writing programme of planning to follow from EYFS to Year 6 which adopts a mastery approach to the teaching of writing. Quality texts and a clear, progressive structure to the teaching of writing supports engaging and purposeful English lessons. There is a measurable increase in the quality of the texts used to promote deeper and broader literary interrogation and analysis. Teachers are accurately planning and teaching for the needs of the children in writing development. Effective teaching strategies to challenge greater depth writers. Clear progression allows for the tracking of skills. Teachers have an improved awareness of the progression of key English skills across their year group(s) and the whole school. Pathways to Write enables staff to clarify expectations, assists in moderation and promotes staff well-being by cutting down planning time so that teacher time is spent in the classroom facilitating learning. Teaching of grammar, spelling and punctuation is supported through the use of quality texts. Pupils are taught the relevant age related EGPS curriculum. Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all. Standards in writing across the school improve. Teachers consistently address errors in grammar, punctuation and spelling, in-line with feedback policy.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.1 i)</b> Children are making sustained and substantial progress in writing, across the curriculum as evidenced in internal data and statutory assessment data.</p> <p>Progression in writing in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of writing.</p> <p>Expectations for the planning and teaching of writing are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in writing.</p> <p>The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p>	<p><b>Persons responsible:</b> 2.1: English Leader(s) (EM)</p> <p><b>Staff team:</b> 2.1: Teaching staff/TAs</p> <p><b>Link Governors:</b> 2:1: JL</p>
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	Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements.	
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**Situation as of July 2024/Contextual information:**

We have used Pathways to Write, a structure scheme of work for writing, for several years but from Autumn term 2023 the school began to use it with the EYFS class. This is Reception/ Year 1 class. We also made changes to timetabling so that all children in Reception class receive RWI phonics followed by Pathways, and all children in KS1 receive either RWI phonics or guided reading followed by Pathways. The introduction of the Pathways to Write programme has realised improved teacher confidence in the teaching of writing from Year 1 to Year 6 and ensured that children are encouraged to be ambitious in their writing. Staff have seen improved progress and outcomes in this area. We recognise the benefits of introducing this structured programme in EYFS and so this year a key part of our work to improve children's writing will be to embed the use of Pathways to Write in our EYFS classes and ensure all Year 1 pupils have access to this approach. We will continue to develop our knowledge of the programme with revised long-term plans for writing including poetry units. We will also continue to work in partnership with other Trust schools to moderate our judgements when assessing children's writing. We will also ensure that we give pupils regular feedback on their work particularly in relation to grammar, spelling, punctuation and handwriting to ensure they are reaching their potential. We want consistent and engaged writers!

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
English lead has a full understanding of the current teaching and learning environment for writing across the school.  English lead/EHT have a full understanding of the quality of the teaching of writing.  Pupils and staff have	Embed the use of revised long term plans for writing ('Pathways to Write' including poetry) from EYFS-Y6.  Embed regular English lesson drop ins (to focus on writing). Focus on progression of skills teaching.  Coaching/support <a href="#">in-house/peer-to-peer: Lesson studies</a> set up to model and support the teaching of writing across <a href="#">Trust</a>  Analyse teaching of spelling and grammar and identify impact on quality of pupils' writing.	EM  EM  iCEO/DTL to facilitate Trust school introductions	Lesson observations (drop-ins)    Lesson studies (Timetabled) Lesson studies/Book monitoring EM analyse and report to EHT	September 2024   October/November 2024

<p>opportunity to express their views about the teaching and learning of writing.</p> <p>English lead is informed regarding current research and DFE requirements and is able to apply findings to new policy for writing.</p> <p>Staff aware of additions and alterations to current policy and are informed of their responsibilities for the effective teaching writing.</p>	<p>Staff survey to ascertain professional confidence when teaching writing, including spelling and grammar. Determine bespoke offer of CPD as required.</p> <p>Subject leaders attend Trust/LA English subject leader meetings.</p> <p>Gather examples of good practice to demonstrate stimulating and exciting opportunities for writing.</p> <p>Review school's policy for Writing (within English Policy) and ensure policy matches new practice.</p> <p>CPD delivered to inform all staff of updated policy and planning and clear expectations for teaching and assessment of writing across the curriculum.</p> <p><a href="#">Termly writing moderation</a> with group of Trust schools to assess impact of 'Pathways to write' and progression through each year group.</p> <p>Update summative assessment policy to reflect any change in writing assessment. Share with staff and implement.</p>	<p>EM</p> <p>EHT/Trust</p> <p>EM</p> <p>EM/SB</p> <p>HoS/EM/SB</p> <p>HoS/ class teachers</p> <p>HoS/ EHT</p>	<p>Half termly book scrutiny of writing in English and other subjects.</p> <p>Termly Pupil voice: Pupil survey to ascertain views on writing in school.</p> <p>M6 doc to HT</p> <p>Staff Meeting</p> <p>Termly assessments/following <a href="#">Trust Moderation processes</a></p> <p>HoS/ EHT report to Governors/iCEO</p> <p>HoS/ EHT - New policies to be shared with Governors for consideration of approval.</p>	<p>November 2024 establish peer support</p> <p>Ongoing</p> <p>January 2025</p> <p>Ongoing</p> <p>From January 2025</p> <p>Termly</p>
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<p><b>KEY PRIORITY 2.</b> <b>The Quality of Education</b></p> <p>2.1 To strengthen the teaching of <b>writing</b> across the school through;</p> <p>ii) revisiting the delivery of the '<b>handwriting</b>' programme of work (Letter Join).</p> <p><b>Desired outcomes:</b></p> <p><b>2.1 ii)</b> All staff teach the agreed progressive handwriting programme of planning from EYFS to Year 6 which reflects the Ofsted Research Review (May 2022) on pupils learning to write fluently before focusing on teaching joined-up handwriting.</p> <p>Teachers are accurately planning and teaching for the needs of the children in handwriting to develop formation and fluency.</p> <p>Children feel a sense of pride in the presentation of their handwriting and have a desire to master handwriting.</p> <p>Clear curriculum progression allows for the tracking of skills.</p> <p>Teachers have the knowledge to identify common handwriting problems and the methods to correct them.</p> <p>Subject leader monitoring will show that high quality handwriting lessons are having a positive impact on the standards of pupils' handwriting across the school. Standards in handwriting across the school improve.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.1 ii)</b> School Handwriting Policy understood and followed by all teaching staff.</p> <p>Monitoring shows that as children progress through school, they learn and develop the skill of handwriting in the same, consistent manner.</p> <p>There is evidence of in-year improvements made in children's writing.</p>	<p><b>Persons responsible:</b> 2.1: English Leader(s) (EM)</p> <p><b>Staff team:</b> 2.1: Teaching staff/TAs</p> <p><b>Link Governors:</b> 1:2: JL</p>
<p><b>Situation as of July 2024/Contextual information:</b></p> <p>Since the structure handwriting scheme of work, Letter Join, was implemented, there is some evidence of improvement in pupils' handwriting and presentation. We want to raise the profile of the importance of clear, legible handwriting so that our children strive to improve their presentation of work from their respective starting points. We will do this by ensuring the teaching of handwriting has a regular place on the timetable in each year group and that teachers follow the scheme by modelling the agreed style of handwriting in their own letter formation when teaching handwriting and that they model correct letter formation.</p>		





	<p>All teachers to assess correct letter formation and orientation in writing across the curriculum as part of their usual assessment procedures.</p> <p>Teachers make links between taught handwriting sessions and shared/guided writing and writing in other subjects – they hold same high expectations of all children and self.</p> <p>Plan for activities across the school community that raise the profile of handwriting – i.e presenting a Christmas poem for display in church</p>		<p>Daily as part of verbal/ live marking feedback</p>	
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## KEY PRIORITY 2.1 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.</b> <b><u>The Quality of Education</u></b> 2.1 To strengthen the teaching of <b>writing</b> across the school through;</p> <p>iii) the implementation of a progressive, structured '<b>spelling</b>' programme of work for all pupils from <b>Y1 to Y6</b> (Pathways to Write)</p> <p><b>Desired outcomes:</b></p> <p><b>2.1 iii)</b> Staff have a progressive spelling programme of planning to follow from Y1 to Year 6 which adopts a systematic approach to the teaching of spelling. Teachers are accurately planning and teaching for the needs of the children in writing development. Effective teaching strategies to challenge greater depth writers. Clear progression allows for the tracking of skills. Teachers have an improved awareness of the progression of key English skills across their year group(s) and the whole school.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.1 iii)</b> Children are making sustained and substantial progress in writing, across the curriculum as evidenced in internal data and statutory assessment data.</p> <p>Progression in writing in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of writing.</p>	<p><b>Persons responsible:</b> 2.1: English Leader(s) (EM/SB)</p> <p><b>Staff team:</b> 2.1: Teaching staff/TAs</p> <p><b>Link Governors:</b> 2:1: JL</p>
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<p>Pathways to Write enables staff to clarify expectations, assists in moderation and promotes staff well-being by cutting down planning time so that teacher time is spent in the classroom facilitating learning.</p> <p>Teaching of grammar, spelling and punctuation is supported through the use of quality texts.</p> <p>Pupils are taught the relevant age related EGPS curriculum.</p> <p>Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all.</p> <p>Standards in writing across the school improve.</p> <p>Teachers consistently address errors in grammar, punctuation and spelling, in-line with feedback policy.</p>	<p>Expectations for the planning and teaching of writing are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in writing.</p> <p>The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p>Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements.</p>	
<p><b>Situation as of September 2024/Contextual information:</b></p> <p>We have used Pathways to Write, a structure scheme of work for writing, for several years and from Autumn term 2024 it was used with our Reception class. We have also previously made changes to timetabling so that all children in Reception class receive RWI phonics followed by Pathways, and all children in KS1 receive either RWI phonics or guided reading followed by Pathways. The introduction of the Pathways to Write programme has realised improved teacher confidence in the teaching of writing from EYFS to Year 6 and ensured that children are encouraged to be ambitious in their writing. Staff have seen improved progress and outcomes in this area. We recognise the benefits of introducing this structured programme now for spelling from Y2-Y6 to continue to improve children's writing. We will continue to develop our knowledge of the programme working in partnership with other Trust schools to moderate our judgements when assessing children's writing. We will also ensure that we give pupils regular feedback on their work particularly in relation to spelling to ensure they are reaching their potential. We want our children to be confident spellers, writing with fluency!</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>English lead has a full understanding of the current teaching and learning environment for writing across the school.</p> <p>English lead/HT have a full understanding of the quality of the teaching of writing.</p> <p>Pupils and staff have opportunity to express their views about the teaching and learning of writing.</p> <p>Staff aware of additions and alterations to current policy and are informed of their responsibilities for the effective teaching spelling.</p>	<p>Launch of 'Pathways to Spell' in Y2-Y6. Staff meeting/briefing to introduce the 'Pathways to Write' to staff and review progress made to date in writing since the previous launch of Pathways to Write from EYFS-Y6</p> <p>English lesson drop ins (to focus on spelling). Focus on progression of skills teaching.</p> <p>Coaching/support <a href="#">in-house/peer-to-peer: Lesson studies</a> set up to model and support the teaching of writing across Trust</p> <p>Analyse teaching of spelling and identify impact on quality of pupils' writing.</p> <p>Staff survey to ascertain professional confidence when teaching writing, including spelling and grammar. Determine bespoke offer of CPD as required.</p> <p>Review school's policy for Spelling (within English Policy) and ensure policy matches new practice.</p> <p>CPD delivered to inform all staff of updated policy and clear expectations for teaching and assessment of writing across the curriculum.</p> <p><a href="#">Termly writing moderation</a> with group of Trust schools to assess impact of 'Pathways to write' and progression through each year group.</p>	<p>EM</p> <p>EM</p> <p>iCEO/DTL/ EHT to facilitate Trust school introductions</p> <p>EM</p> <p>HoS/Trust</p> <p>EM</p> <p>EM</p> <p>EHT/HoS</p>	<p>Lesson observations (drop-ins)</p> <p>Lesson studies (Timetabled) Lesson studies/Book monitoring EM analyse and report to EHT Half termly book scrutiny of writing in English and other subjects.</p> <p>Termly Pupil voice: Pupil survey to ascertain views on writing in school.</p> <p>M6 doc to HT Staff Meeting Termly assessments/following</p>	<p>September 2024</p> <p>October/November 2024</p> <p>January 2025 establish peer support</p> <p>Ongoing</p> <p>January 2025</p> <p>Ongoing</p>

	Update summative assessment policy to reflect any change in writing assessment. Share with staff and implement.	EHT/HoS/ class teachers  EHT	Trust Moderation processes  EHT report to Governors/iCEO  EHT - New policies to be shared with Governors for consideration of approval.	From January 2024  Termly
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 2.2 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.</b> <b><u>The Quality of Education</u></b></p> <p><b>2.2</b> To continue to develop the quality of the curriculum through carefully considered revisions to content, ensuring appropriate sequencing so that new knowledge and skills build on previously taught content and end points and key vocabulary are explicit in all subjects.</p> <p><b>Desired outcomes:</b></p> <p><b>2.2</b> Teachers plan units of learning in-line with the whole school curriculum map, identifying opportunities where revisions might better support learning over time.</p> <p>The curriculum is successfully adapted as necessary to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, meaningful and engaging</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.2</b> The curriculum is coherently planned and contains appropriate coverage, content, structure and sequencing so that new knowledge and skills build on what has been taught previously.</p> <p>Curriculum plans in all subjects explicitly identify the key prior learning on which to build and the end points/key knowledge and vocabulary.</p> <p>Monitoring records evidence delivery of lessons which are knowledge-rich, both in</p>	<p><b>Persons responsible:</b> 2.2: EHT/ HoS</p> <p><b>Staff team:</b> 2.2: Teaching staff team/subject leaders</p> <p><b>Link Governors:</b> 2.2: JL</p>
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learning opportunities for children which draw upon and develop skills learnt previously.	substantive and disciplinary knowledge, and which realise high levels of pupil engagement.	
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**Situation as of July 2024/Contextual information:**

We recognise the importance of all curriculum plans clearly specifying the precise knowledge and skills pupils need to acquire and so at the beginning of the year we will refine and standardised our curriculum planning format to ensure we know what children’s prior learning is. Our plans and feature work will ensure cohesion between these aspects of the curriculum and ensure pupils are able to know and remember more. This will support the teaching of key knowledge and skills and support our formative assessment processes to ensure we can regularly check on what our children know and can do and accurately plan for their next steps in learning. We plan to publish all of our curriculum plans on our school website.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Whole school curriculum is appropriately sequenced, coherent and ambitious ensuring children know more and remember more.</p> <p>All curriculum plans specify the precise knowledge and skills pupils need to acquire.</p> <p>Leaders and teachers are confident to adapt planning according to the priorities identified through a continuous review process</p>	<p>Ensure curriculum plans reflect local context.</p> <p>Complete review of rolling programme ensuring key end points are clear in terms of knowledge and skills. Ensure cohesion between these aspects of the curriculum and ensure pupils are able to know and remember more.</p> <p>Review end point documents/sticky knowledge to ensure retrieval practices and end of unit tests can be linked.</p> <p>Staff to scrutinise (question) assessment to identify required adaptations to planning, reteaching and retrieval at class, group and individual level.</p> <p>Subject leaders arrange and lead <a href="#">high quality moderation</a> opportunities in non-core subjects across the curriculum working with <a href="#">Trust subject leader colleagues</a>.</p>	<p>French scheme of work £TBC</p> <p>PSHE scheme of work £TBC</p> <p>PE Planning annual subscription £185</p> <p>Access Art annual subscription £96</p> <p>Historical Association annual subscription £78</p>	<p>EHT/ HoS - Ensure that appropriate long and medium term curriculum plans are in place in every subject</p> <p>Termly- Carry out pupil interviews of curriculum aspects/ incorporate pupil views</p>	

	<p>Staff work with subject leaders as part of a team to plan and evaluate lesson content and pupil outcomes.</p> <p>Teachers are supported by individual subject leaders to make adaptations as required to ensure progression and continuity both within the lesson and across the curriculum subjects.</p> <p>Leaders use lesson evaluations and monitoring to make appropriate revisions to curriculum plans. Ensure plans in place can adapt to any future class structure changes.</p> <p>Ensure website content includes curriculum information and plans in all subjects.</p>	<p>Geography and History plans shared by Trust/ EHT schools and developed.</p>	<p>into plans where appropriate – subject leaders/HT</p> <p><a href="#">Use of Trust website audit tool</a></p>	
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### ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

#### KEY PRIORITY 2.3 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.</b> <b><u>The Quality of Education</u></b></p> <p><b>2.3</b> To use regular opportunities for <b>formative assessment</b> to accurately identify next steps and measure progress towards achieving clearly defined <b>end points</b> to include;</p> <p>i) further developing the use of <b>retrieval practices</b> in daily teaching across all subject areas.</p> <p>ii) Review of <b>formative assessment (feedback) policy</b></p> <p><b>Desired outcomes:</b></p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.3</b> There is evidence of regular opportunities happening for retrieval practice (in books/on timetables/teacher planning)</p> <p>Teachers can evidence that they are using retrieval practice sessions to accurately identify next steps and measure progress towards achieving the clearly defined end points.</p>	<p><b>Persons responsible:</b> 2.3: EHT/ HoS</p> <p><b>Staff team:</b> 2.3: Teaching staff team/subject leaders</p> <p><b>Link Governors:</b> 2.3: JF</p>
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<p><b>2.3</b> Teachers develop a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points. Teachers can accurately assess the knowledge, vocabulary and skills that pupils know and remember. Teachers make the most effective use of the assessment information gathered in terms of informing teaching programmes and making relevant adaptations to approaches and practices. Children have regular opportunities to improve their retention of knowledge through the act of active recall. The school’s marking and feedback policy reflects current research and practice.</p>	<p>Evidence of good pupil progress in each subject, in each year group: <b>Pupils know more and are able to do more.</b></p>	
<p><b>Situation as of July 2024 /Contextual information:</b> In the academic year 2022/23 staff had training in the metacognition of learning and learnt about strategies and techniques aimed at helping pupils overcome the challenge of retaining academic content in their long-term memory. Staff gained practical insights and effective tools to enhance pupil learning outcomes by exploring the fundamental principles of learning and memory. Staff began to use retrieval practices in their teaching during the last academic year. In 2023/2024 developed this professional learning further by developing the use of retrieval strategies into our everyday practice by ensuring carefully planned discrete opportunities for children to improve their retention of key knowledge. Staff have received further training on this and now looking at ways of embedding it into the daily routines and monitoring the impact of this.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Whole school approaches to teaching and learning enable children to know more and remember of more of the key knowledge, skills and vocabulary (sticky knowledge) across the curriculum.  Through daily use of “Retrieval for Learning”,</p>	<p>Ensure expectation of consistent implementation of retrieval for learning activities is shared with staff. Retrieval practice to become part of whole school practice to support pupils in retaining taught knowledge in long term memory.  Staff plan for dedicated retrieval time on weekly class timetables demarcating times and sessions for retrieval, ensuring that the knowledge being retrieved is the key ‘sticky’ knowledge identified on curriculum plans.</p>	<p>HoS  All school staff.</p>	<p>Monitoring of effectiveness of retrieval sessions as part of whole school practice across all year groups by HT &amp; through subject leader monitoring</p>	<p>Autumn term 1</p>



<p>develop children's Perseverance, highlighting the expectation that we remember what we have learned but that it will require effort to bring it to mind.</p>	<p>Provide opportunities for teachers to <a href="#">visit Meole Brace Primary/Christ Church Primary (Trust schools)</a> to see retrieval practice in action as appropriate.</p> <p>Build a staff shared folder of retrieval activities that can be added to over time, grouped by subject and matched to curriculum plans. Everyone expected to contribute content. (<a href="#">iCEO consider building Trust wide electronic resource base</a>)</p> <p>Embed termly sharing amongst staff team of retrieval practice challenges, successes, ideas and opportunities on which to build.</p> <p>Develop whole school <a href="#">retrieval agreed practice</a> and incorporate in formative assessment policy. Revised policy to be shared with all school staff.</p>	<p>Teaching staff</p> <p>Trust/HT</p> <p>All teaching staff</p> <p>HoS/ EHT in partnership with Trust HTs</p>	<p>LGB link to do <b>termly</b> learning walk</p> <p>School visits from Jan 23</p>	
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 2.4 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.4</b> <b><u>The Quality of Education</u></b> 2.4 To strengthen the teaching of reading across the school through the continued implementation of a progressive, structured '<b>reading</b>' programme of work for all pupils from <b>Year 2 to Y6</b> (Pathways to Read)</p> <p><b>Desired outcomes:</b></p> <p><b>2.4)</b> Staff have a progressive reading programme of planning to follow from Year 2 to Year 6 which adopts a mastery approach to the teaching of reading.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.4 2.1 iii)</b> Children are making sustained and substantial progress in reading, across the curriculum as evidenced in internal data and statutory assessment data.</p> <p>Progression in reading in year groups and across the whole school can be evidenced in pupil records.</p>	<p><b>Persons responsible:</b> 2.4: English Leader(s) (EM)</p> <p><b>Staff team:</b> 2.4: Teaching staff team &amp; TAs</p> <p><b>Link Governors:</b> 2.4: JL</p>
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<p>Quality texts and a clear, progressive structure to the teaching of reading supports engaging and purposeful English lessons. There is a measurable increase in the quality of the texts used to promote deeper and broader literary interrogation and analysis. Teachers are accurately planning and teaching for the needs of the children in reading development. Effective teaching strategies to challenge greater depth readers. Clear progression allows for the tracking of skills. Teachers have an improved awareness of the progression of key English skills across their year group(s) and the whole school. Pathways to Read enables staff to clarify expectations, assists in moderation and promotes staff well-being by cutting down planning time so that teacher time is spent in the classroom facilitating learning. Standards in reading across the school improve.</p>	<p>Teachers report improved confidence in the teaching of reading.  Expectations for the planning and teaching of reading are embedded across the whole school as evidenced in monitoring records.  Outcomes for pupils in reading at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in reading.</p>	
<p><b>Situation as of July 2024/Contextual information:</b></p> <p>Last year leaders ensured a consistent approach to phonics teaching through the development of Read, Write Inc phonics across EYFS and KS1. Last year trained staff were then given focus intervention groups to close the gap for our learners in KS1 who had not developed those early reading skills. This year we want the introduction of the Pathways to Read programme to improve teacher confidence in the teaching of reading from Year 2 to Year 6 and ensured that children are encouraged to be fluent and voracious readers.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>English lead has a full understanding of the current teaching and learning environment for reading across the school.  English lead/HT have a full understanding of the</p>	<p>Launch of 'Pathways to Read' in Y2-Y6. Staff meeting/briefing to introduce the 'Pathways to Write' to Y2-Y6 staff  English lesson drop ins (to focus on reading). Focus on progression of skills teaching.  Coaching/support <a href="#">in-house/peer-to-peer: Lesson studies</a> set up to model and support the teaching of reading across <a href="#">Trust</a></p>	<p>EM Order of additional resources as necessary.  EM</p>	<p>Lesson observations (drop-ins)  Lesson studies (Timetabled) Lesson studies/Book monitoring</p>	<p>September 2024  October/November 2024</p>

<p>quality of the teaching of reading.</p> <p>Pupils and staff have opportunity to express their views about the teaching and learning of reading.</p> <p>English lead is informed regarding current research and DFE requirements and is able to apply findings to new policy for reading.</p> <p>Staff aware of additions and alterations to current policy and are informed of their responsibilities for the effective teaching reading.</p>	<p>Staff survey to ascertain professional confidence when teaching reading, including spelling and grammar. Determine bespoke offer of CPD as required.</p> <p>Subject leaders attend Trust/LA English subject leader meetings.</p> <p>Gather examples of good practice to demonstrate stimulating and exciting opportunities for reading.</p> <p>Review school's policy for Reading (within English Policy) and ensure policy matches new practice.</p> <p>CPD delivered to inform all staff of updated policy and clear expectations for teaching and assessment of reading across the curriculum.</p> <p>Update summative assessment policy to reflect any change in reading assessment. Share with staff and implement.</p>	<p>iCEO/DTL/ EHT to facilitate Trust school introductions</p> <p>EM/SB</p> <p>HT/Trust</p> <p>EM</p> <p>EHT/ HoS</p> <p>EHT/ HoS/ class teachers</p> <p>EHT</p>	<p>EM analyse and report to EHT Half termly book scrutiny of reading in English and other subjects.</p> <p>Termly Pupil voice: Pupil survey to ascertain views on reading in school.</p> <p>M6 doc to EHT/ HoS</p> <p>Staff Meeting</p> <p>Termly assessments/following <a href="#">Trust Moderation processes</a></p> <p>EHT report to Governors/iCEO</p> <p>EHT - New policies to be shared with Governors for consideration of approval.</p>	<p>January 2024 establish peer support</p> <p>Ongoing</p> <p>January 2025</p>
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 2.5 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.5</b> <b><u>The Quality of Education</u></b></p> <p>2.5 To strengthen the teaching of <b>maths</b> across the school through the continued embedding of the <b>Maths Mastery</b> approach from <b>EYFS to Year 6</b></p> <p><b>Desired outcomes:</b></p> <p><b>2.5)</b> Pupils experience rich maths mastery lessons, delivered by skilled teachers who have a secure understanding of mastery approaches to maths</p> <p>Teachers know how to extend or shorten an activity to meet the individual needs of learners and the pace of the class.</p> <p>Pupils have a ‘strong grounding of number’ and apply this in maths lessons.</p> <p>Pupils fluently use mathematical vocabulary within their dialogue, for all maths concepts (Cardinality, pattern, shape and space, measures, comparison and composition), evidencing their deep knowledge and understanding of maths</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>2.5</b> Progression in maths in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of maths.</p> <p>Expectations for the planning and teaching of maths are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in maths at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard</p> <p>The majority of pupils achieve their year group expectations for maths (measured by termly summative tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p>	<p><b>Persons responsible:</b> 2.5: Math Leader (EM)</p> <p><b>Staff team:</b> 2.5: Teaching staff team &amp; TAs</p> <p><b>Link Governors:</b> 2.5: JL</p>
<p><b>Situation as of July 2024/Contextual information:</b></p> <p>Staff have received some training in the mastery approach to the teaching of maths and all use White Rose with fidelity across year 1-6. Staff now need to develop own knowledge and understanding of the principles and delivery of maths mastery to ensure quality first teaching in maths.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>All teaching staff are informed regarding current research and maths mastery requirements and are able to deliver high quality maths mastery sessions in class.</p> <p>Key staff are trained by Maths Hub to deliver maths mastery sessions.</p>	<p>Maths lesson drop ins focus on the skills of maths mastery delivery.</p> <p>Coaching/support <a href="#">in-house/peer-to-peer: Lesson studies</a> set up to model and support the teaching of reading across <a href="#">Trust</a></p> <p>Subject leaders attend Trust/LA Maths subject leader meetings.</p> <p>CPD delivered to teaching staff through NCETM Maths Hub on Maths Mastery and Mastering Number.</p> <p>Maths subject leader to plan opportunities for staff to observe teaching for mastery using Maths Hub links. (including some visits to other Trust schools)</p>	<p>EM</p> <p>iCEO/DTL/ EHT to facilitate Trust school introductions</p> <p>EHT/ HoS</p> <p>EHT/ HoS/ class teachers</p>	<p>Lesson observations (drop-ins)</p> <p>.M6 doc to EHT/ HoS Staff Meeting</p> <p>Termly assessments/following <a href="#">Trust Moderation processes</a></p> <p>EHT report to Governors/iCE</p>	<p>September 2024</p>

## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 2.6 THE QUALITY OF EDUCATION

<p><b>KEY PRIORITY 2.</b> <b><u>The Quality of Education</u></b> 2.6 To ensure our work is meeting the needs of those pupils who have SEND so that they make consistently good progress.</p> <p><b>Desired outcomes:</b></p> <p>SENCOs across the Trust benefit from working collaboratively. SENCO works within the Trust’s vision for inclusion and practice is in-line with the SEND Code of Practice and benefits from external advice and support. Class teachers carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability. Teacher conversations with the SENCO in pupil progress meetings provide appropriate strategies to improve outcomes for pupils with SEND. Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress. Interventions are well matched to a pupil’s needs and staff have received training in their delivery i.e Talk Boost, S&amp;L programmes.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p>2.6: Monitoring and internal data shows that pupils with SEND consistently make good in-lesson progress.</p> <p>Pupils with SEND make good progress, in-line with non-SEND pupils.</p>	<p><b>Persons responsible:</b> 2.6: PH</p> <p><b>Staff team:</b> 2.6: Teaching staff team &amp; TAs</p> <p><b>Link Governors:</b> 2.6: SA</p>
<p><b>Situation as of July 2024/Contextual information:</b></p> <p>We wish to increase our focus on appropriate differentiation within class teaching to meet the needs of pupils with SEND as we believe this could reduce the time some pupils spend in interventions and ensure that pupils do not miss any key teaching. Class teacher evaluations of the impact of their teaching on pupils with SEND and the next steps for these pupils will form an important part of our conversations at pupil progress meetings this year.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.

<p>Individual working SEND folders for all pupils with tracking data sheet to include all data and intervention work and to include spelling and reading ages each term.</p> <p>Increased focus on progress and attainment of pupils with SEND at pupil progress meetings (held termly) using tracking data against ARE</p> <p>The needs of all pupils with SEND are met and pupils are making at least expected progress</p> <p>Quality first teaching for all pupils in class</p>	<p><b>Building on existing identified good practice in SEND provision;</b> Recently appointed <a href="#">SENCO to access coaching support from The Trinity Federation’s Director of Inclusion and SEND/ Support from Trust SENDCO</a> – inc new SENCO participation in national SENDCO Award.</p> <p>SENCO to be part of all Pupil Progress Meetings – analysis of individual pupil progress. Opportunities and challenges to be discussed through PPM’s initially and SENCO meeting with class teachers thereafter.</p> <p>Provision maps (whole school &amp; class) are maintained and ensure that impact of interventions is recorded and teacher ownership and accountability is key for children with SEND in their class.</p> <p><a href="#">SENCO attendance at Trust SENDCO network</a> - initially to be led by Director of Inclusion &amp; SEND (The Trinity Federation) to encourage identifying what’s working well/sharing of good practice, alignment to the vision of the Trust’s vision for inclusion and SEND provision, and review of statutory processes for pupils with SEND.</p> <p>Ensure all staff have read Part 6 of SEND Code of Practice and use Trust support to ensure SENCOs and Subject Leaders achieve ‘buy-in’ from all school staff to include a focus on meeting the needs of all pupils with SEND within lessons through clear differentiation for pupils so they can access the curriculum at all times. <b>Expectations should be the same for all pupils with scaffolding for those who need it to reach desired outcomes / end points.</b></p> <p>Professional Development through staff meetings focus on strategies/learning resources to use. ICT to be increasingly used to make curriculum accessible to pupils with SEND and to support their learning/progress.</p> <p>Ensure all staff recognise that early identification of need is key - Teaching staff to have access to <a href="#">Trust SEND Information sheets</a> in staff room as an initially exploratory dip into key themes.</p>	<p>SENDCo training £2300</p> <p>Autism and Wellbeing in Schools project – supply to release PH 2 x days £400</p> <p>2 hours per term to meet with CK £210</p> <p>HT/SENCO/Class teacher/DL</p> <p>£cover costs</p> <p>Class teachers/SENCO</p>	<p>SENCO to ensure rigorous systems in place to monitor SEND progress – use of agreed/Trust Monitoring docs for reporting to HT</p> <p>Monitoring of class provision maps and practice. All teachers.</p> <p>SENCO/Subject leader feedback from class observations / monitoring walks termly to inform how effective the QFT is in giving access to curriculum for pupils with SEND</p>	
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	<p>Staff will collect ongoing evidence of the ‘plan – do – review’ cycle in preparation for further involvement by outside agencies. <a href="#">Trust support can be drawn upon for Statutory Processes.</a></p> <p>SENCO to engage with the Autism and Wellbeing in Schools project and subsequently devise action plan for next steps in school. CPD and Staff Meetings for TA’s on the expectations of their support across the school; ensuring all know and can appropriately support children with SEND needs.</p>	<p>Supply to release PH 2 x days £400</p> <p>EHT/ DSI / SENDCOs</p>		
<p>Focused interventions for pupils have a positive impact on pupil progress.</p>	<p>Where specific interventions must take place outside of main teaching, SENCO to clarify expectations of HLTAs and TAs – re: recording and delivery of interventions and showing impact from baseline. Register of interventions maintained. Record keeping sheets to be used.</p> <p>Intervention must have clear learning intentions, be time limited and the outcomes analysed on an ongoing basis, so that intervention can be changed swiftly if not having desired impact.</p> <p>Lottie Kay to continue to work with PH to identify emerging needs of pupils in KS1/LKS2 and provide advice on strategies, interventions, resources, and appropriate CPD/training e.g., SNIP Learning, Toe by Toe, Nessy. <a href="#">SENCO can also utilise LSAT advice and support through Trust (DL, The Trinity Federation) for specific pupils.</a></p> <p>SENCO to carry out data analysis each term to ensure pupils on track/progress targets met and track number of pupils with SEND working within/above/below ARE for their year group/in each core subject. SENCO to follow up with class teacher through plan, do, review process (learning plan’s).</p>	<p>HoS/ SENDCO/ DSI/ DTL to meet with HLTA’s to discuss impact of interventions and next steps</p> <p>SENCO/ Class teachers/Teaching assistants</p>	<p>Monitoring of interventions half termly and discussion with TAs/class teachers to ensure class teachers are fully informed and aware of pupils’ next steps and ongoing needs</p> <p>Monitoring/scrutiny of learning plans half-termly in addition to termly book monitoring. Timely feedback to staff to ensure effective provision for all pupils - SENCO</p>	



## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 3.1 BEHAVIOUR AND ATTITUDES

<p><b>KEY PRIORITY 3.</b> <b><u>Behaviour and Attitudes</u></b></p> <p><b>3.1</b> To embed a consistent approach to <b>behaviour expectations</b> across the school.</p> <p><b>Desired outcomes:</b></p> <p><b>3.1</b> Whole school community understand our expectations of children and staff; Ready, Respectful, Safe. This is clearly displayed across the school. There is consistency of approach to behaviour from all staff towards all children (not just their own class) across the whole school and their practice matches policy. Pupils and adults show respectful behaviour towards each other consistently throughout school, both in class and during less structured times of the day i.e. lunchtime. Children live out our core Christian values in their daily lives, consistently showing respect to others. Learning is not disrupted by negative or unsafe pupil behaviours. Children and staff are ready for learning. All staff explicitly promote good manners, conduct and respect amongst our pupils and wider school community.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>3.1</b> Children engage with their learning.</p> <p>We provide a caring environment in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of others.</p> <p>Monitoring of behaviours both in class and less structured periods shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils.</p> <p>There is consistency of the application of the agreed approach across the school.</p> <p>Visitors to the school and members of the school's wider community comment positively on pupils' conduct.</p>	<p><b>Persons responsible:</b> 3.1: EHT / HoS</p> <p><b>Staff team:</b> 3.1: All staff</p> <p><b>Link Governors:</b> 3.1: JF</p>
<p><b>Situation as of July 2024 /Contextual information:</b></p> <p>Ready Respectful Safe as a behaviour approach was introduced in January 2023 and its introduction ensured there were clear behaviour expectations across school &amp; nursery. All pupils and staff aware of our behaviour expectations and what this looks like in different routines and activities in school. Ready, Respectful, Safe reminders are evident in displays around our school. Due to the positive response, we have seen from our children to the introduction of this approach to behaviour in school, we now plan to revise out behaviour policy to reflect these changes as well as making explicit how our core Christian values underpin our approach. Staff now need support to ensure strategies are embedded across the school and to ensure emotion coaching strategies are used effectively to positively impact behaviour.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>There will be a consistent approach to behaviour expectations across the school from all staff.</p>	<p>Building on leaders' prior attendance on Behaviour Hub CPD (including open days across the Midlands and Northwest, and visits to Lead School (Hardingstone Academy, Northampton):</p> <p>Staff engagement through staff meeting(s) to capture changes to practice in new whole school Behaviour Policy, making clear expectations of all and explicit links to Christian ethos and values.</p> <p>All staff to contribute to positive behaviour culture across the school by addressing occasions where behaviour expectations are not being followed - across the school, in a timely manner (not just in their class).</p> <p>Staff engagement in Emotional Coaching training to ensure all staff understand behaviour is a form of communication.</p> <p>Policy to clearly outline the expectations of children and staff and this is clearly displayed around schools and communicated to the community.</p> <p>All staff to continue to record behaviour incidents on CPOMs in-line with agreed thresholds. Ensure thresholds are understood by all and are communicated clearly in the school's Behaviour Policy.</p> <p>Provide support / CPD for staff as needed – use of Paul Dix, Ready, Respectful, Safe resources/documents/research.</p> <p>Implement strategies and lessons learnt from CPD -</p>	<p>NJ and EM release covered by £9000 grant from DfE at end of 12 months participation in the programme</p>	<p>Termly -Evaluate impact of new behaviour strategies– classroom visits, observations of less structured times.</p> <p>Staff meeting (PDM)</p> <p>Monitoring of frequency of behaviour logs for specific pupils on CPOMS – are improvements evident?</p>	

	<p>Introduce <a href="#">Trust scripts</a> to support staff in restorative conversations.</p> <p>Create 'Behaviour Blueprint and include in Revised Behaviour Policy – share with parents/publish on website. .</p>			
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 3.2 BEHAVIOUR AND ATTITUDES

<p><b>KEY PRIORITY 3.</b> <b><u>Behaviour and Attitudes</u></b></p> <p><b>3.2</b> To consistently apply the principles of <b>emotion coaching</b> in order to develop <b>pupil resilience</b> through the development of <b>self-regulation</b> strategies.</p> <p><b>Desired outcomes:</b></p> <p><b>3.2</b> All staff recognise that behaviour is communication.</p> <p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>All staff are trained in Attachment and Trauma Informed Practice to underpin their developing understanding of behaviour regulation through emotion coaching.</p> <p>Key staff are trained in the delivery of SEMH support (including Drawing &amp; Talking Therapy, ELSA training, No Worries)</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>3.2</b> Children with complex needs/attachment &amp; trauma are increasingly able to self-regulate as evidenced in their IBP/learning plan reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in restorative practice records.</p>	<p><b>Persons responsible:</b> 3.2: EHT / HoS</p> <p><b>Staff team:</b> 3.2: RA, teachers and all support staff</p> <p><b>Link Governors:</b> 3.2: JF</p>
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**Situation as of July 2024/Contextual information**

The school has a positive reputation for its pastoral support and for supporting the needs of children as individuals. To further support our work in this aspect, this year, we wish to build a deeper understanding of the impact of trauma and attachment on children’s emotional wellbeing and further extend our repertoire of strategies to support children to regulate their behaviours through emotion coaching. We want emotion coaching to become a regular feature of our work.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Training to ensure staff are well tuned into the need to be flexible when offering demands if behaviours become obviously dysregulated.</p> <p>Training for all staff in emotion coaching</p> <p>Training for key staff in SEMH targeted support strategies</p>	<p>Explicit reminders of the need for high expectations of staff in terms of behaviours (linked to 3.1) but also a recognition that flexibility may be needed when offering demands to support regulation and re-focus.</p> <p>Create training records of those staff who have received emotion coaching and attachment and trauma training.</p> <p>Trust to provide access to accredited Trainer in Emotion Coaching with ECUK - Deployment of Emotion Coaching training whole school approach by accredited trainer through PDM and staff meetings.</p> <p>Developing a lunchtime supervisor’s handbook with scripts for Emotion Coaching – <a href="#">use of Trust available support/templates</a></p> <p>Offer half-termly bite-sized training sessions in Emotion Coaching to lunch staff immediately before or after a lunchtime session (as required)</p> <p>Deployment of Emotion Coaching, ‘structured conversations’ with parents to support behaviour management through workshops and online resources.</p>	<p><a href="#">Access to Trust expertise to deliver Level 1 training (+Dan Lavell/iCEO) Jan 25</a></p> <p>£ Shropshire Inclusion Team/Early Help</p> <p><a href="#">In-house through Trust – Dan Lavell/TP Trinity Federation ELSA</a></p>	<p>Staff to attend PPM meetings throughout the year with learning plans, to collectively monitor impact of new policy.</p> <p>Monitoring will also scrutinise support/intervention/behaviour logs on CPOMS, to identify any obvious cause for escalation in dysregulated behaviour patterns on a individual pupil level or wider school level</p>	<p>Sept 2023</p>



## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 4.1 PERSONAL DEVELOPMENT

<p><b>KEY PRIORITY 4.</b> <b><u>Personal Development</u></b></p> <p><b>4.1</b> To further develop strategies to support good <b>mental health</b> and <b>well-being</b> across the school community.</p> <p><b>Desired outcomes:</b></p> <p><b>4.1</b> The wider school community recognise that: -promoting good mental health is a preventative measure, not just reactive. -mental health is something which affects us all because we all have a mind.</p> <p>Through promoting positive mental health, we are realising potential and supporting every individual to ‘Live life in all it’s fullness’ so that all are flourishing.</p> <p>The school has a published mental health strategy.</p> <p>Key staff are confident and competent in supporting mental health needs because they are appropriately trained.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>4.1</b> We provide a caring environment in which everyone in our school community can feel safe, respected, valued and secure to realise full potential as evidenced in parent, pupil and staff voice.</p> <p>The school has a published mental health strategy.</p> <p>There is consistency of the application of the agreed approach to supporting mental health across the school.</p> <p>Pupil needs are quickly identified, and appropriate support provided in a timely way which subsequently has a measurable, positive impact on outcomes for the child. (Case studies)</p>	<p><b>Persons responsible:</b> 4.1: EHT / HoS</p> <p><b>Staff team:</b> 4.1: Teachers and all support staff</p> <p><b>Link Governors:</b> 4.1: RF</p>
<p><b>Situation as of July 2024/Contextual information:</b> Our children have a wide range of opportunities to understand the importance of good mental health and well-being through the explicit teaching of PSHE but it is also reinforced consistently through the supportive, positive ethos of the schools. In line with local and national agendas, we aim to further develop and embed our whole school approaches to Mental Health and Wellbeing thus providing opportunities for children, and the adults surrounding them, to develop the strengths and coping skills that underpin resilience. We want to work closely with agencies such as the NHS and Virtual Schools to ensure our approaches stretch beyond the classroom and support our families in the home.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Children, staff and stakeholders are able to communicate what well-being means (including physical and mental health) and every person will know what they can do to improve their physical and mental health – so that all are flourishing.</p> <p>Staff well-being will be supported through leaders' actions.</p>	<p>Introduced revised PSHE / RSE curriculum plans – use of updated PSHE Association plans and resources through ongoing subscription,</p> <p>Children, parents and staff to know about the NHS campaign and be able to talk about 5 steps to Mental Well-Being.</p> <p>School Council to take on an area from the 5 steps to Mental Well-being and develop ideas into school life. <a href="#">Opportunities to partner with Christ Church, Cressage.</a></p> <p>School pupil groups to share ideas on a <a href="#">pupil-led Trust termly newsletter</a> to promote the 5 steps widely to parents and share good practice across Trust schools.</p> <p>Parents/ Carers will know about the 5-steps campaign as it will be communicated via weekly newsletter, and we will give practical examples about what parents and families can do to support this area at home.</p> <p>Parents/ Carers will be signposted to 5-steps resources that they can use with their children and for themselves so that there is a joined-up approach between school and home through the school website and Class Dojo.</p> <p>Wellbeing levels will be monitored and the results of the Anna Freud Wellbeing Staff Survey considered by leaders <a href="https://www.annafreud.org/resources/schools-and-colleges/wellbeing-measurement-for-school-staff-survey/">https://www.annafreud.org/resources/schools-and-colleges/wellbeing-measurement-for-school-staff-survey/</a></p>	<p>HOS/PSHE leader / Teaching staff.</p> <p>Pastoral leader/HoS School council</p> <p>HoS/PSHE leader</p>	<p>Subject leader reviews – evaluate for effectiveness in raising awareness of mental health and wellbeing.</p> <p>HoS Pupil voice / school council minutes</p> <p>Newsletters and website reviews</p> <p>Case study records reviews and adapted to reflect the identification and support for children in school.</p>	

	<p>Feedback to stakeholders the result of staff survey and create action plan of support and strategies.</p> <p>Mental Health and Wellbeing policy to be developed and shared with all stakeholders.</p>			
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### ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

#### KEY PRIORITY 4.2 PERSONAL DEVELOPMENT

<p><b>KEY PRIORITY 4.</b> <b>Personal Development</b></p> <p><b>4.2</b> Continue to refine a <b>programme of curriculum enrichment</b> with a focus on increased opportunities to develop children’s <b>spirituality</b>.</p> <p><b>Desired outcomes:</b></p> <p><b>4.2</b> Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Our collective worship is invitational, inclusive and inspirational and encourage all children and school adults– whether of any faith or none – to develop their spirituality.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>4.2</b> Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Our collective worship is invitational, inclusive and inspirational and encourage all children and school adults– whether of any faith or none – to develop their spirituality.</p>	<p><b>Persons responsible:</b> 4.2: HT (NJ)</p> <p><b>Staff team:</b> 4.2: EM/ST</p> <p><b>Link Governors:</b> 4.2: JL/Rev’d HL</p>
<p><b>Situation as of July 2024/Contextual information:</b> As a Church of England Primary School with clear Christian values, we want to enable all children and staff to grow in spiritual development by increasing the opportunities that are woven through the curriculum. We want to explicitly plan opportunities that allow children to further explore the language and meaning of spirituality. To support us in this aspect of work, we will establish this as a key focus for our worship committee, ensuring we listen and respond to pupil and staff voices in setting out our future plans. <b>Key definition: spirituality can be understood as relational awareness (Rebecca Nye)</b></p>		



Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Growing spirituality - have a shared understanding of what is meant by spirituality and spiritual growth.</p> <p>Worship</p>	<p>Complete the action plan for worship committee which will include gathering pupil voice regarding the language and meaning of spirituality. What does spirituality mean to them? Share with community.</p> <p>Spirituality lies at the centre of the Christian expression of faith, with an awareness that there is more to life than material possessions and worldly success. Jesus said: 'Is not life more than food and the body more than clothing?' (Matthew 6:25). Children to consider meaning. Explore and consider different definitions of Christian spirituality. <a href="https://exeter.anglican.org/schools/christian-ethos-siams_trashed/spirituality/">https://exeter.anglican.org/schools/christian-ethos-siams_trashed/spirituality/</a></p> <p>Children to help shape the curriculum opportunities to grow their spiritual development.</p> <p>Subject leaders to consider where opportunities exist within curriculum plans to incorporate greater opportunities for the experiences/moments that our children define as 'spiritual' (i.e. awe and wonder, moments for quiet reflection in nature, off-site visit locations)</p> <p>Introduce Year 6 spiritual journey day.</p> <p><b>Worship:</b></p> <p>Introduce annual Open Door event in Bicton Church for Years 5 and 6.</p>	<p>HoS, Rev'd HL, JL</p> <p>Subject leaders</p>	<p>Pupil voice – worship committee – Sept 23</p> <p>Rev'd HL / JL &amp; subject leaders</p> <p>Yr6 evaluations</p> <p>Rev'd HL / JL</p>	<p>Aut 1 -Worship Committee is in place and initial meetings taken place with Year 6 pupils, HT Rev'd HL and JL Foundation governor. Pupils have written a school prayer and have started to create an action plan of their priorities for this term</p>

	<p>Introduce separate worship for KS1 and KS2 to celebrate success and give older children time to debate, ask questions etc.</p> <p>Explore idea of '10:10' pupils – see updated vision statement.</p> <p>Introduce a worship committee/council to lead worship and visit Bicton Church monthly.</p> <p>Develop worship calendar for the whole school with revised plans.</p>		<p>Feedback from visits</p>	
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## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 5.1 EARLY YEARS FOUNDATION STAGE

<p><b>KEY PRIORITY 5.</b> <b><u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></b></p> <p><b>5.1</b> To strengthen the development of speech and language in key groups through the continued implementation of a progressive, structured intervention programme ‘Talk Boost’ to support SEND in EYFS and KS1</p> <p><b>Desired outcomes:</b></p> <p><b>5.1</b> There is a language rich environment with quality modelled speech and language supported by a rigorous systematic programme of intervention for speech and language. (Talk Boost)</p> <p>There are well conceived and structured resources for Talk Boost available.</p> <p>All children make sufficient progress to meet age related expectations.</p> <p>A team of expert teachers who know and understand the processes that underpin the development of speech and language.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>5.1</b> An increased number of children (than the previous year) will fall within their age-appropriate range for language and communication following the intervention.</p>	<p><b>Persons responsible:</b> 5.1: EYFS leaders</p> <p><b>Staff team:</b> 5.1: EYFS Team</p> <p><b>Link Governors:</b> 5.1: JF/JL</p>
<p><b>Situation as of July 2024/Contextual information:</b> At Bicton Primary School we recognise that some of our youngest children need additional support to develop their language and communication skills. Talk Boost KS1 is a targeted programme for 4-7 year old children that need help with talking and understanding words, including children in Reception classes. The programme is delivered by classroom teachers and teaching assistants and provides a structured programme that boosts children’s progress in language and communication by an average of 9 – 18 months after a ten-week intervention.</p> <p>Children who are selected to take part in the programme will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Staff knowledge and expertise in the teaching of 'Talk Boost' ensure accelerated progress and attainment in communication and language.</p>	<p>Conduct audit of resources to ensure Talk Boost intervention can be taught from Nursery with fidelity.</p> <p>All staff to use Talk Boost assessments to identify working groups and keep these under review so that no child s held-back in their developmental journey.</p> <p>Key staff identified to receive additional training though Talk Boost programme</p> <p>Expert teachers to be identified across Trust schools to lead on good practice in delivery of Talk Boost</p> <p>Head of School to support key staff with the implementation and delivery of intervention.</p> <p>Tracking grids for speech and language to be completed and evaluated as detailed in the Talk Boost programme.</p>	<p>HoS</p> <p>Staff as identified – in-house additional training/Trust expertise shared</p> <p>School/Trust experts in using Talk Boost</p> <p>Phonics leaders across Trust</p> <p>English leader</p> <p>EYFS/ Year 1 and 2 teachers</p>	<p>Audit – EM</p> <p>HoS through regular reviews of assessment data</p> <p>Training records/observations</p> <p>HoS</p> <p>School / English leader</p> <p>Tracking grids and analysis of language and communication development.</p> <p>English leaders website audit of reading culture evidence</p>	

## ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

### KEY PRIORITY 5.2 EARLY YEARS FOUNDATION STAGE

<p><b>KEY PRIORITY 5.</b> <b><u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></b></p> <p><b>5.2</b> To embed the use of the <b>transitional statements</b> in the Reception curriculum to ensure <b>Key Stage 1 readiness</b>.</p> <p><b>Desired outcomes:</b></p> <p><b>5.2</b> CPD is targeted to ensure effective practice is maintained under EYFS reforms.</p> <p>There are close links with Year 1 staff to develop clear exemplification of expectations.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>5.2</b> Outcomes at the end of the EYFS to be in-line with national and local averages</p> <p>EYFS outcomes demonstrate that children are well prepared for the next stage of their education in each subject area.</p>	<p><b>Persons responsible:</b> 5.2: EYFS Leader</p> <p><b>Staff team:</b> 5.2: EYFS/KS1 staff team</p> <p><b>Link Governors:</b> 5.2: JF</p>
<p><b>Situation as of July 2024/Contextual information:</b> Last year, leaders did work on the transitional statements whereby the EYFS lead shared information with teachers and led staff meetings to look at how EYFS links to KS1. Building on this work, staff are further reviewing their curriculum plans to create detailed long-term plans to embed the transitional statements for each area of the curriculum clearly identifying and demonstrating the knowledge staff have in both the starting and end points for EYFS and the development into the National Curriculum. These plans will be shared with KS1 staff and subject leaders to embed the developments.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
Children are well prepared for KS1 and feel secure and ready for developing independence.	EYFS staff and leaders to share transitional statements and long-term plans in whole school staff meeting to raise awareness and knowledge of the Early Years curriculum.	EYFS leaders	EYFS leaders monitoring and staff meeting minutes. (Aut term)	

<p>Year 1 staff understand the expectations of the EYFSP and are confident in the moderation of expectations.</p> <p>Subject leaders monitor across EYFS to Year 6.</p>	<p>Exemplification materials for reading, writing and maths to be developed and shared with Year 1 teachers to support the creation of detailed plans in each area of the curriculum.</p> <p>EYFS leaders to share new curriculum long term plans and transitional statements with subject leaders to deepen knowledge of the curriculum expectations. Implement for summer term.</p> <p>Transition policy to be reviewed and amended where necessary to reflect additions to curriculum and add exemplification materials as appendices.</p>	<p>EYFS leaders and English and Maths leaders</p> <p>EYFS leader</p> <p>HT/EYFS leader</p>	<p>Plans to be updated by Jan24</p> <p>DTL and EYFS leaders monitoring and staff meeting minutes.</p> <p>Policy review</p>	
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### ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

#### KEY PRIORITY 5.3 EARLY YEARS FOUNDATION STAGE

<p><b>KEY PRIORITY 5.</b> <b><u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></b></p> <p><b>5.3</b> To provide a stimulating, engaging <b>learning environment</b> with appropriate provision to develop rich learning opportunities matched to all areas of learning in EYFS (Nurs/Rec) curriculum.</p> <p><b>Desired outcomes:</b></p> <p><b>5.3</b> Adults working within EYFS areas are maximising learning opportunities matched to the ELGs in all areas of provision. The environment is a safe environment for pupils. The environment and its resources are arranged in clearly defined zones to support specific aspects of the EYFS curriculum. EYFS provision provides all pupils with learning opportunities appropriate to their developmental needs.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>5.3</b> Outcomes at the end of the EYFS to be in-line with national and local averages</p> <p>EYFS outcomes demonstrate that children are well prepared for the next stage of their education in each subject area.</p>	<p><b>Persons responsible:</b> 5.3: EYFS Leader(s) (AS/SB)</p> <p><b>Staff team:</b> 5.3: EYFS/KS1 staff team</p> <p><b>Link Governors:</b> 5.3: JF</p>
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EYFS provision supports pupil independence and allows for reinforcement of prior learning and the building of key skills.		
<p><b>Situation as of September 2023/Contextual information:</b> We are fortunate to have spacious outdoor areas to support our curriculum. We want to ensure that we use these areas to maximum effect to benefit our children’s development of key knowledge and skills. Through reviewing our outdoor provision, we can identify aspects where changes or improvements can be made. Where necessary we can then make longer term financial plans towards achieving the desired improvements.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Redeveloping outdoor provision in EYFS areas to support curriculum delivery</p>	<p>Audit of the current environment to be carried out by new leader.</p> <p>Survey current children about their wishes for the current environment.</p> <p>Explore funding opportunities for developing EYFS provision. Carry out EYFS fund raising activities to contribute towards costs involved. Priority for 23-25 is to create a covered seating area, to further enhance the provision for early reading and communication and language..</p> <p><a href="#">Visit other settings within Trust</a> to collect ideas for developing area.</p> <p>Plan to be drawn out for classroom provision to ensure space is used to best support learning. Allocate job and roles for the adaptations outside. Incorporate discrete learning areas linked with EYFS continuous provision.</p>	<p>EYFS staff - £5000 original budget carried forward.</p> <p>HoS</p> <p>EHT/ HoS</p> <p>HoS/EYFS/Pupils</p> <p>Staff team</p>	<p>Outdoor environment audit by end of May 2024</p> <p>Pupil voice - survey</p> <p>July 2025</p> <p>September 2024/25</p>	<p>From Summer 2025</p>

	<p>All staff to work together to create and display key literacy and maths resources as part of the provision to ensure all learning opportunities are enabled.</p> <p>Provide sensory outdoor experiences and physical equipment for children in the EYFS.</p> <p>To include...for example</p> <p>A sensory garden area, outdoor musical area, climbing/balancing equipment.</p> <p>Review and update risk assessments in the light of any changes to outdoor area.</p>		<p>Collect pupil voice for evidence of impact.</p>	
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### ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2024-2025

#### KEY PRIORITY 5.4 EARLY YEARS FOUNDATION STAGE

<p><b>KEY PRIORITY 5.</b> <b><u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></b></p> <p><b>5.4</b> To implement a mastery approach to the teaching of maths in the EYFS including use of the mastering number programme (NCETM)</p> <p><b>Desired outcomes:</b></p> <p><b>5.4</b> Standards in Mathematical development across the EYFS improvement.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p>	<p><b>Success criteria (measuring the desired outcomes)</b></p> <p><b>5.4</b> Standards in Mathematical development across the EYFS improvement.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p> <p>EYFS leaders and teachers have improved awareness of the effective teaching strategies for mastering number.</p>	<p><b>Persons responsible:</b> 5.3: EYFS Leader(s) (AS/SB)</p> <p><b>Staff team:</b> 5.3: EYFS/KS1 staff team</p> <p><b>Link Governors:</b> 5.3: JF</p>
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EYFS leaders and teachers have improved awareness of the effective teaching strategies for mastering number.		
<p><b>Situation as of July 2024 /Contextual information:</b></p> <p>Maths Mastery approach is embedded across the KS1 and KS2. We now want this programme to be developed as part of the EYFS curriculum offer including staff attending the mastering number training for EYFS and implementing in our school.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Standards in Mathematical development across the EYFS improvement.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p> <p>EYFS leaders and teachers have improved awareness of the effective teaching strategies for mastering number.</p>	<p>EYFS leader to review current curriculum plans and implement a mastery approach to the teaching in EYFS.</p> <p>EYFS leader to audit resources needed</p> <p>EYFS leader to attend CPD training provided by NCETM</p> <p>EYFS leader to implement Mastering Number programme with EYFS children.</p>	<p>EYFS leader</p> <p>HoS</p>	<p>July 2025</p>	

<b>FOR INFORMATION</b>			
<b>Abbreviations that may be referred to</b>		<b>School Staff / Governors / Professionals (who may be referred to)</b>	
<p>CDA – Christian Distinctiveness Adviser</p> <p>CPD –Continuing Professional Development</p> <p>EYFS – Early Years Foundation Stage (Nursery and Reception)</p> <p>LGB – Local Governing Body</p> <p>FGP – Finance and General Personnel</p> <p>GPS – Grammar, Punctuation and Spelling</p>	<p>IDL – International Dyslexia Learning solutions</p> <p>PSHE – Personal, Social and Health Education</p> <p>RI – Requires improvement</p> <p>RRS – Ready Respectful Safe</p> <p>RSE – Relationships and Se Education</p> <p>RWI – Read Write Inc (Phonics teaching programme)</p> <p>SEND – Special Educational Needs and Disabilities</p>	<p>AS – Angela Stone (Nursery Lead)</p> <p>EM – Eleanor Mavin (HoS/KS2 English and Maths Lead/KS2 teacher)</p> <p>HJ – Helen Jones (School administrator / pastoral staff)</p> <p>CK – Charlotte (Lottie) Kay – bought-in specialist dyslexia teacher</p> <p>JF – Juliette Freeman (COG/EYFS link governor)</p> <p>HL – Reverend Hannah Lins (Foundation governor)</p> <p>CG/iCEO – Claire Gaskin (Interim CEO)</p> <p>DIS/DL/LSAT – Daniel Lavell, (Trust interim Director of Inclusion &amp; SEND)</p>	<p>PH – Patrick Harris (new SENDCo UKS2 teacher)</p> <p>RAr – Rebecca Arblaster (support staff / pastoral staff)</p> <p>SA – Shirley Ansell (SEND governor)</p> <p>ST – Sarah Thomas (KS1/2 teacher)</p> <p>VE – Verity Erasmus (KS1 teacher)</p> <p>DTL – Elizabeth Docherty, (Trust interim Director of Teaching &amp; Learning,</p> <p>EHT –Julie Ball Executive Headteacher</p>